

FEBRUARY 1956

The School Executive



OUR SCHOOLS:
Education's Contribution to Culture—page 29

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The School Executive

FEBRUARY 1956

VOLUME 75

NUMBER 6

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Photo courtesy Eric, Pennsylvania, Public Schools.

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February, 1956

Preview of March

We believe that the March School Executive will make history, for in it is featured a proposed new type of program for secondary schools together with a plant to house it. This program and plant represent the work of an outstanding group of architects and educators over a period of five years. The authors of this report are Archibald B. Shaw, superintendent of schools in Scarsdale, New York, and John Lyon Reid, architect of San Francisco. No one can afford to miss it.

The Green Sheet will feature a discussion of federal support of education by Finis Engleman, Connecticut Commissioner of Education.

In the Schools in Action section you will find an article on discretion of school officials in bus transportation, by Harold Punke; a satirical allegory on school board elections, by L. V. Norman; a report on the use of floater teachers as one solution to the teacher shortage, by Arthur Harte; a discussion of the role of the superintendent in improving instruction, by Doyne Smith; and many others.

I can honestly say that this issue will be one of our best, and you mustn't miss it.

Sincerely,

Walter D. Cocking, editor

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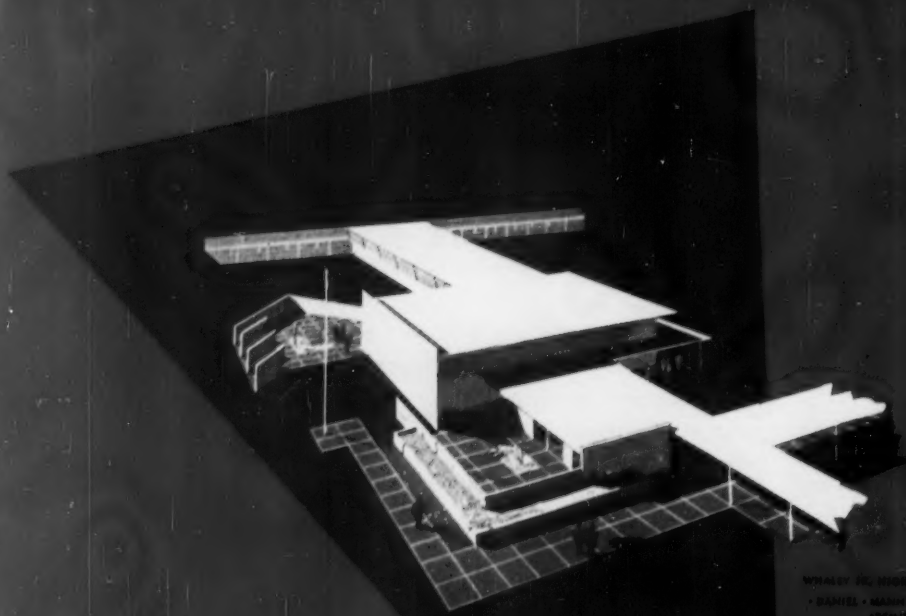
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AS I SEE IT /

by Helen A. Locking

The White House Conference on Education

EDUCATIONAL HISTORY was made when some 2,000 delegates and 500 observers met in Washington, D.C., in late November, 1955, for the first White House Conference on Education. The delegates represented all segments of American life. They came from every state and territory. Practically all vocations were represented. There were farmers, housewives, doctors, architects, government workers, manufacturing officials, labor leaders, organization officials and educators. The ratio of educators to laymen was approximately one to two. More than twenty state governors attended. Representatives of thirty foreign countries were official observers. All talked together, thought together and worked together for four days. Education and schools was the sole topic. Nothing like this on so vast a national scale ever happened in the United States before.

It was emphasized throughout that this was a *Conference*, not a *Convention*. As a result, there was a minimum of set speeches and oratory; no resolutions with tiring and meaningless "whereases" and "resolves;" no voting. A cross section of the American people simply sat down together to talk about their schools and exchange views as to how they might be improved. Another characteristic of this Conference was that all came together on an equal basis. No one's view was better than another's because of position or profession. Each idea had to stand on its own feet. The motto "Not who's right, but what's true" pervaded the Conference.

THE WORK of the Conference was organized around six major topics—goals, organization, buildings, teachers, money and public interest. The delegates were divided into 166 small groups so that every delegate's views could be heard and discussed. By an ingenious scheme of summary organization, the concensus from all the small groups was finally brought together into one report and presented to the entire Conference.

Too much praise cannot be given to Neil McElroy, chairman of the President's Committee, and to Clint Pace, executive secretary, and his staff for the planning and operation of the Conference. It was indeed a gigantic task and it was performed superbly.

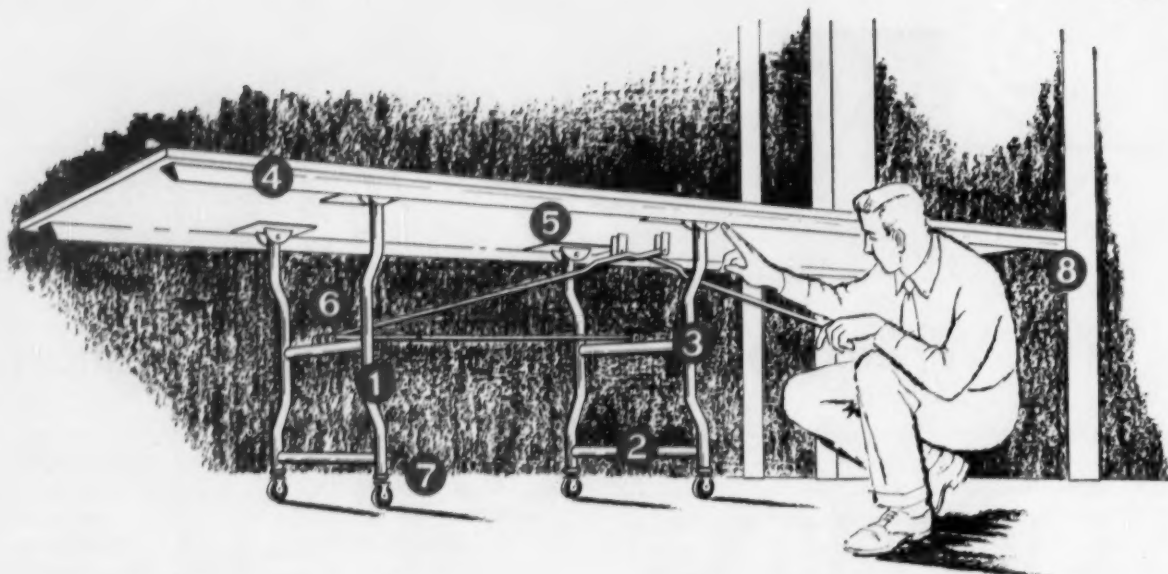
It is interesting to note that the Conference accepted as points of departure and beyond debate the facts that good schools are necessary, that public education is the unique instrument Americans have created to perpetuate

and guarantee a free society, that all children have the right to a good school, that good schools cost money and more money is needed. One can well ponder if such views prevail anywhere else in the whole world. One could view with pride these 2,000 citizens at work. While many differences of opinion were voiced, they dealt primarily with "hows," "amounts" and "when."

As I see it, the events which led up to the White House Conference were more important than the Conference itself. Throughout 1955, in thousands of communities, citizens and educators came together to study their local school problems. The same issues which occupied the attention of the White House Conference were attacked in these local meetings. Also, every state and territory held a state meeting as a follow-up of local and regional meetings. Again the same topics were the subjects of study and discussion. During the year these thousands of citizens studied, discussed and thought about schools. The White House meeting was really a culminating one. Undoubtedly these meetings, the attention they received in the press, radio and television and the studies which were made all helped to fix America's attention on its schools as never before in history. The over-all results just had to be good.

SOME LEGISLATION at local, state and federal levels is undoubtedly required, but in reality it will be an aftermath of the growing public consciousness of school needs. If that consciousness can be maintained and increased, America will be far along the road in its efforts to provide equal educational opportunity for all its citizens, to insure the necessary quality and character of educational programs, and to use the schools to build a better America.

The task before us is to maintain and strengthen the advances which have taken place. We must not rest on our oars. The demands of the situation call for renewed effort. I trust that one result of the White House Conference will be that in 1956 every community in America will intensify the study of its schools. I foresee, in the near future, another series of state meetings culminating in another gigantic national meeting which this time will forge necessary action programs that have the support of millions of Americans because they had a part in their making. If these things are done, the program will be translated into action because the people willed it so.



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The Secondary School of the Future: A History-Making Proposal

by PRENTICE C. FORD
Publisher

AT A TIME WHEN surging enrollments compel communities all over the United States to plan and build new high schools, there is widespread dissatisfaction with the traditional secondary school program and plant. Critics say they have not kept pace with changing times—nor with the needs of our young people today. While we've been moving in transportation from horse and buggy to jet propulsion, we've been content, in high school education, to rig a two-cycle gas engine and hard rubber tires to the old buggy. We've been patching up the old curriculum with bits and pieces of new learning.

True, there have been changes in the secondary school program and plant during the post-war years. But, the period of rapid and far-reaching change lies ahead. A community would be poorly advised today to freeze its school building funds into a traditional plant that may hamper and obstruct for half a century the dynamic program into which education on the secondary school level is moving.

To equip youth for life

For five years, a group of educators and architects have been studying this urgent problem. They have been asking: What kind of learning will better equip teen-age youth for their world? Should high school provide youth with more opportunity to experience life situations? What kind of plant will this secondary school of the future require?

Two of the group who have participated actively in all five years of discussion and study have been assigned the challenging and difficult task of spelling out the findings of their colleagues in a specific secondary school program and plant.

Archibald B. Shaw, superintendent of the Scarsdale, New York, public schools, and John Lyon Reid, noted San Francisco architect, present in the March issue of THE SCHOOL EXECUTIVE this history-

making proposal, *The Secondary School of the Future*.

We believe the Shaw-Reid proposal to be of such importance that, in addition to devoting a 32-page section to it in THE SCHOOL EXECUTIVE for March, we are taking two other steps to provide the widest opportunity for all to see and to discuss it.

At the Atlantic City AASA Convention, THE SCHOOL EXECUTIVE will feature an exhibit of *The Secondary School of the Future*. This will include a 30-foot chart depicting the experience of a boy from his first arrival at school through the four years of his citizen induction program. Floor plans, drawings and perspective sketches by John Lyon Reid will bring to life the new school's physical plant.

Proposal to be explained at Atlantic City

In one of the meeting rooms in Atlantic City's Convention Hall, seminars will be held on the afternoons of Monday, Tuesday and Wednesday, February 20-22, at which Messrs. Shaw and Reid will be present to discuss their proposal and to answer questions about it. Invitations to attend one of these seminars may be secured at THE SCHOOL EXECUTIVE booth, L-5, in Convention Hall.

Messrs. Shaw and Reid would be the first to disclaim that their proposal offers any "final" solutions to the basic problems with which it deals. They do apply to our secondary school program and plant a good deal that other disciplines tell us about the way adolescent youth learn and grow.

With freshness and incisive thinking, the Shaw-Reid *Secondary School of the Future* ventilates an area in which much of our thinking has been stuffy for decades. Their proposal is bound to attract a lot of attention.

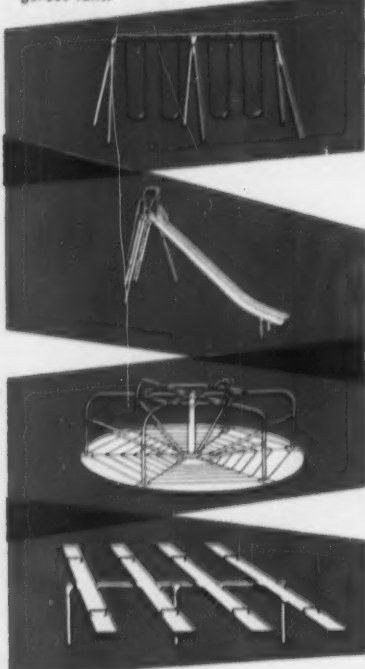
It will generate heated discussion and will be viewed as a constructive step toward better schools. THE SCHOOL EXECUTIVE is happy to bring this important and forward-looking proposal to the attention of the profession.

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Pamphlets of Interest

Now Is The Time contains facts and arguments on the need for federal school construction legislation; a digest of HR 7535, the Kelley (D.-Pa.) school construction bill; tables showing the distribution of funds under HR 7535; and suggestions for legislative action. Legislative Division, NEA.¹

Services to Individuals Professionally Engaged in Higher Education is designed to give specific information on services rendered by NEA for members who are concerned with higher education. NEA.

A Directory of Graduate Programs for the Professional Education of Audio-Visual Supervisors, Directors, and Building Coordinators, includes descriptions of programs in 50 institutions in 26 states, plus information on problems relating to professional study in audio-visual education. Department of Audio-Visual Instruction, NEA. Price: 50¢.

Audio-Visual Centers in Colleges and Universities, contains 166 visuals covering the nature and functions of the AV centers, space and equipment needs, special campus feature, six case studies, 115-item classified bibliography, lists of suggested production equipment, and a directory of 239 manufacturers and distributors. Department of Audio-Visual Instruction, NEA. Price: \$1.50.

Planning Your Trip to the UN, is a small brochure for use of school groups planning a trip to United Nations Headquarters. NEA.

Guide to Teaching About the United Nations and World Affairs, revised edition of handbook prepared cooperatively by the NEA Committee and the American Association for the UN. Committee on International Relations, NEA. Price: 15¢.

Education of the Gifted, is a policy statement first issued by EPC in

1950. Continued interest and demand led to its reprinting. Educational Policies Commission, NEA. Price: 50¢.

Encouraging Future Scientists: Available Materials and Services, third edition of a bibliography of student awards programs, career information and guidance materials, and summer employment opportunities. The Future Scientists of America Foundation, National Science Teachers Association, NEA.

If You Want To Do a Science Project, designed to give students some "do's" and "don't's" for science project work. The Future Scientists of America Foundation, National Science Teachers Association, NEA. Price: 50¢.

Careers in Science Teaching, revised edition, portrays the kinds of work science teachers do and how they prepare for teaching. The Future Scientists of America Foundation, NEA. Price: 50¢.

How to Develop a Teaching Guide in Mathematics provides help for teachers faced with the task of preparing a guide on content, techniques, and materials for a mathematics course. National Council of Teachers of Mathematics, NEA. Price: 40¢.

Teaching High-School Mathematics. Written by Howard F. Fehr, this is Number 9 in the series "What Research Says to the Teacher." Department of Classroom Teachers and American Educational Research Association, NEA. Price: 25¢.

Health Education as a Career, Physical Education — Is This Your Career?, and Recreation—A New Profession for Our Time, are three new leaflets published by The American Association for Health, Physical Education, and Recreation, NEA.

¹Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.



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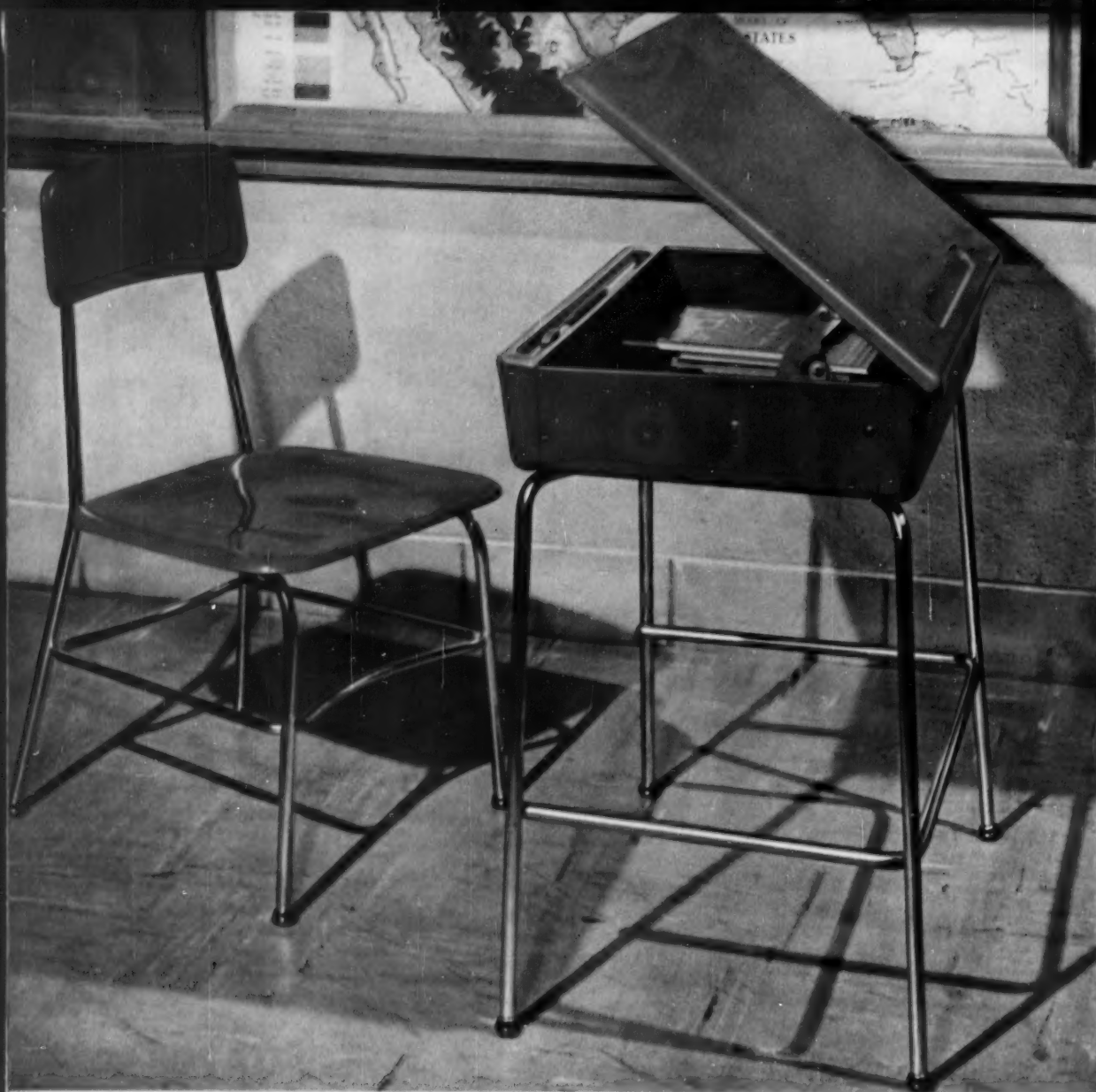
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This event is approved by the A. I. A. Committee on Competitions.

There is no entry fee.

Entries must be sent to THE SCHOOL EXECUTIVE, 470 Fourth Avenue, New York 16, N. Y., by March 1, 1956.

Materials to be judged must be received by THE SCHOOL EXECUTIVE on or before March 15, 1956.

Judging will be done by a distinguished panel of architects and educators.

Winners will be announced in April, 1956.

All entries will be exhibited at regional School Building Conferences sponsored by three major universities.



1954 Competition entries were on display at a national meeting of school officials.



University of Chicago, May 1-3

University of Pittsburgh, May 14-16

Teachers College, Columbia University, May 30-June 1

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THE SCHOOL EXECUTIVE

470 Fourth Avenue, New York 16, N. Y.

Please send me an entry blank and program for the 1955 Competition for Better School Design.

Name _____

Firm _____

Address _____

What is a Flexible School?

The 1954 Annual School Construction Survey conducted by the *American School and University* reported a total expenditure of approximately \$3 billion for public and private elementary and secondary schools and junior college and college buildings. Present estimates from the same source indicate that expenditures for 1955 will exceed that amount.

Will many of today's new schools be out-dated by 1965 because they cannot be adapted to meet inevitable changes in educational programs and enrollments? Planning and building schools which are flexible is one way to keep them from growing old.

But, what is a flexible school building?

Philip Will, Jr., of the architectural firm of Perkins and Will, Chicago, was asked this question recently by THE SCHOOL EXECUTIVE. In his reply, Mr. Will has highlighted the wide gap existing between a few generalizations about flexibility and some specific characteristics relating to the "flexible building:"

The Flexible Building

The purpose of flexibility is to extend economically the useful life of buildings.

Buildings die because:

1. They lack space;
2. The space they have is not up to current performance standards;
3. They are ugly;
4. It costs too much to correct these faults;
5. People do not know how to use them.

We increase the life span of buildings, therefore, if we:

1. Build generous space;
2. Invite change by building openly and loosely, rather than rigidly, compactly and tightly;
3. Design to the highest standards of human environment;
4. Stimulate the imagination of those who use our buildings to develop the highest performance of

which these buildings are capable.

Nothing about buildings can be as important as the people who use them.

Partial Program For a Flexible School Building

NAME: The *Accordion School*, because it can be contracted or expanded accord-i-o-n to the need.

SITE: Shall be movable to permit relocation to suit shifting population.

SURFACING: Shall be reversible with grass on one side and a hard yet resilient, non-slip yet non-abrasive surface on the other for paved play areas.

LOCATION OF BUILDING: Shall be located on the site initially for maximum convenience of access yet readily movable to accommodate additions to or subtractions from the building. (Alternate—provide movable streets.)

EXTERIOR WALLS: To be all transparent but automatically reversible to opaque surfaces in any proportion. When in transparent position, unobstructed view must be provided without glare. Light admitted shall be warm and cheerful in color temperature without transmitting direct sunlight. Both transparent and opaque surface shall be suitable for tacking and writing with chalk.

INTERIOR PARTITIONS: Shall be lightweight and movable (without use of tools) to expand spaces without subtracting from adjacent rooms. Sound transmission loss shall not be less than 45 decibels. Partitions shall be regarded as teaching surfaces and shall provide all teaching devices, in-

"We shape our buildings and they shape us."—WINSTON CHURCHILL

cluding but not limited to: chalk-board, tack surface, maps, projection screen, shelves, storage cabinets (deep, shallow, vertical and horizontal), wardrobes, pegs, hooks, shadow boxes, etc. Colors shall be bright and gay, yet of high reflectivity, all within a 3-1 reflection ratio. Finish surfaces shall be interesting and home-like, of non-specular texture, yet childproof and require no maintenance other than wiping with a damp cloth.

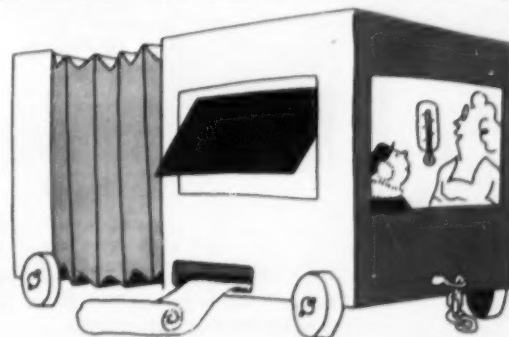
HEATING & VENTILATING: Shall maintain absolutely uniform conditions of temperature and humidity equally satisfactory to elderly sedentary teachers in light cotton dresses and active children in warm clothing. Air movement shall be maintained without draft. System shall remain absolutely in balance regardless of the location or relocation of partitions, cases, windows, etc.

LIGHTING: From invisible sources shall provide a uniform flux yet sharply define the shape of all objects.

COST: Shall be no greater than for a conventional non-flexible building as added initial cost can quickly cancel the future economies of flexible construction.

P.S. . . . TEACHERS: Shall be completely flexible, interchangeably male and female, able to teach any subject matter to any age group, and qualified to take full advantage of all the flexible features of the building.

One interpretation of flexibility: a school that is expansible, reversible, relocatable, versatile — and cheap.

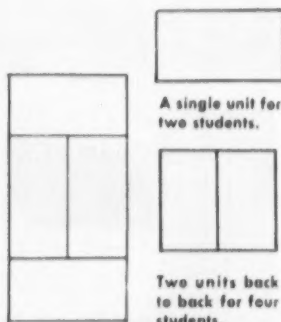


a point of order, please!



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TEMPLE, TEXAS



another score for early planning with WAYNE rolling gymstands

A triumph of modern school design is the new Chambersburg (Pennsylvania) Area Senior High School planned by architects Ritchie Lawrie, Jr. and M. Edwin Green.

Early planning made the gymnasium of this new Chambersburg Area School as completely modern and efficient as the rest of the building.

Instead of choosing the gymnasium seating after the school was erected, Architects Lawrie and Green conferred with a Wayne Seating Engineer at the planning stage. Result: no costly errors that waste space and mar seating effectiveness.

Standard Wayne Gymstands were selected expertly with regard to location of windows, doors, pilasters, heating and ventilating units, folding partitions, sightlines and economy!

More and more of today's school planners recognize the value of early planning. Professional seating guidance helps them build more efficient, attrac-

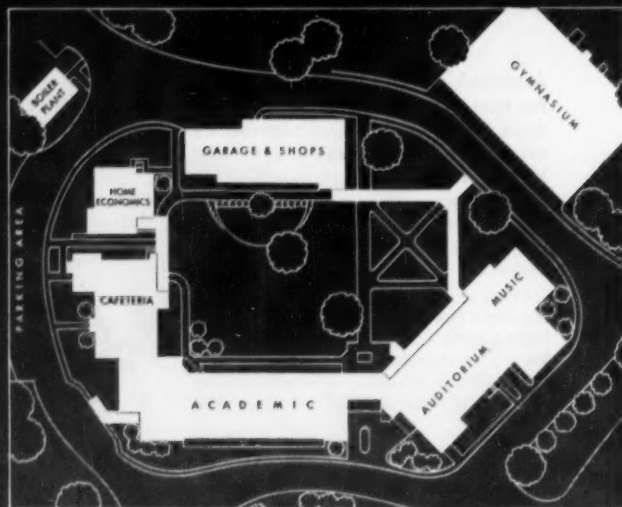
tive gymnasiums. And Wayne's famous features—closed riser construction, straight-line opening and closing, carefully chosen and finished woodwork—assure them the best in gymnasium seating. If you're planning a new gym, plan early with Wayne!

HERE'S HELP FOR GYMNASIUM PLANNERS: Send for Wayne's Catalog R-55; it's full of helpful seating data.

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Clayton, Mo., suburb of St. Louis is justly proud of its new award winning High School which has been cited as "an outstanding example of contemporary, functional school architecture."

ACADEMIC BUILDING left, is 3 stories high



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Temperature Control

INSTALLED IN THE CLAYTON, MO., NEW CAMPUS TYPE HIGH SCHOOL

Any of the six buildings here can be occupied at night without operating the entire school plant. Covered walkways connect the buildings which being separated isolate noise from gym, band and shops. Water heaters and shower baths too, are Powers controlled also Whirlpool arm-leg bath in gym.



English Literature Classroom

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FLOWRITE Diaphragm Valve



Powers' PACKLESS Control Valves — one of the many superior features of a Powers Temperature Control System. Their dual-seal construction reduces valve stem friction, eliminates packing maintenance and leakage of water or steam and gives smooth accurate control.



Above: Powers LIMITEM Low Limit Thermostat. A precision instrument for accurate control of Unit Ventilator discharge temperatures.



POWERSTROKE Damper Operator



Powers Room Thermostat is truly gradual acting and gives smooth control of valves and dampers.

(c21)



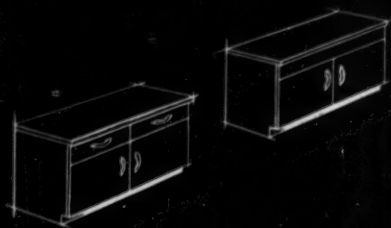
Photos: Mizuki

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A focal wall, usually painted in a darker value of the color used on the other walls, serves to secure and retain attention of pupils.

What One Midwest Educator Says About Results of COLOR DYNAMICS I

● "We have used COLOR DYNAMICS throughout our West Elementary School for the past four years. We have found this painting system solves our light reflection problems, thus creating a better mental atmosphere as well as improved physical environment. Teachers, pupils and patrons have expressed their preference for this type of decoration. Our Board of Education unhesitatingly recommends this program to schools seeking to solve light reflection difficulties. It is superior in results to all other plans that are comparable in cost."

JESS L. TAYLOR
Superintendent of Schools
Grandview, Missouri

Color is now being purposefully used in many hundreds of schools and colleges all over the country. By actual experience educators are finding that Pittsburgh's system of COLOR DYNAMICS accelerates learning processes and improves behavior patterns of pupils of all ages—from the kindergarten to the college classroom.

Definite proof of this is the intensive two-year study of the effect of COLOR DYNAMICS upon 2,500 school children in Baltimore. This comprehensive test revealed upward changes in both performance and behavior traits when the proper color environment was provided.

With COLOR DYNAMICS colors are chosen to suit the design and lighting of a classroom. Proper consideration is also given to the age of the pupils and the activities which these rooms house. Each room, corridor and stairway is in-



PITTSBURGH

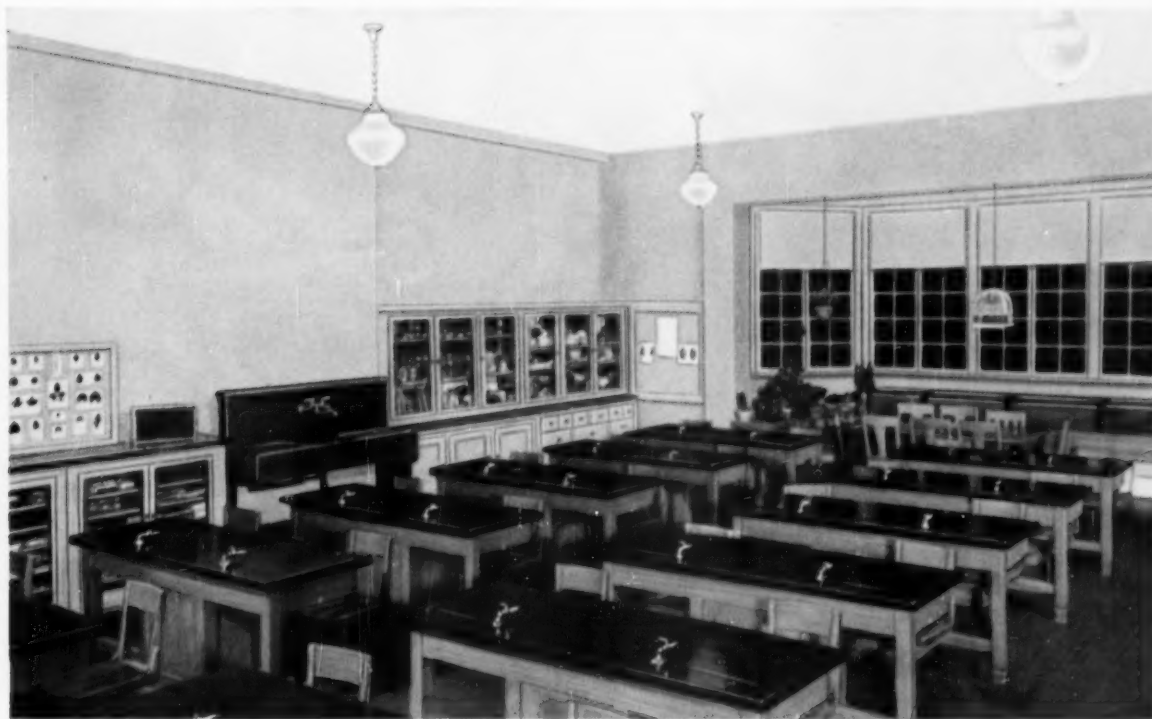
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of Elementary School Pupils and College Students



Color in school laboratories must be chosen with care to reduce possibility of color distortion that might be caused by light reflected from colored surfaces.

dividually treated. Some are painted bright to improve lighting. Others are decorated in muted tones to subdue dazzling sunlight. Some rooms, especially those used by younger children, are painted in bright colors to increase interest and attention. Still others that are used by older students require pastel shades and soft harmonies to provide a calming influence.

By such purposeful use of color you provide your student body with surroundings that lessen eye strain and stimulate concentration at the same time that they are made to feel more pleasant and cheerful.

Why not discover for yourself how Pittsburgh's system of COLOR DYNAMICS can give your school a completely new look that improves both work and study habits?

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• We'll be glad to send you our profusely illustrated book containing scores of suggestions how to use COLOR DYNAMICS in school painting. Better still, we'll be glad to submit an engineered color study of your school or any part of it, without cost or obligation. Call your nearest Pittsburgh Plate Glass Company branch and arrange to have one of our representatives see you at your convenience. Or mail this coupon.



Pittsburgh Plate Glass Co.,
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☐ Please send me a FREE copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."
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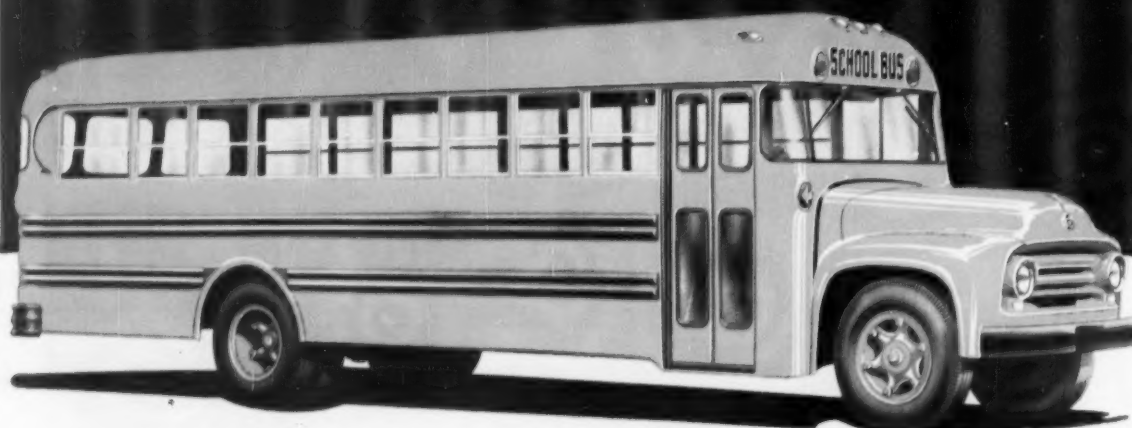
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OUR SCHOOLS

what the citizen wants to know about education

In a world where change is routine, it is education's role to help man develop the skills and culture in order to survive and flourish in the atomic era

Education's Contribution to Culture

by G. ROBERT KOOPMAN

Associate Superintendent
Department of Park Instruction
Lansing, Michigan

A MERICANS LIVING IN this second half of the twentieth century find themselves equipped with one essential requirement—universal, free, public education. Our present economic and social ascent to the present high platform or threshold on which we now stand could not have been brought about without it.

The logic is simple. Savages don't prize civil rights, rally to "national" defense, support technical assistance programs, sense the ills of the human race and create world-wide cooperative organizations. Neither do illiterates use electric ranges, modern motor cars and rolled steel in significant amounts. And, unschooled populations don't read instrument panels six feet square, experiment with the mysteries of nuclear physics and invent the processes of corporate management and world-wide distribution of goods.

Early goals: reading and writing

The instructional program of the elementary school came into existence as one of literacy. That this function has not been changed can be attested to by recent demands for "better" teaching of reading, writing, spelling and arithmetic. One must remember that when the American elementary school came into existence literacy was about as scarce an item as it still is in many countries of the world.

The twentieth century elementary school has assumed two additional functions—responsibility for citizenship training and its concomitant

character education. No one doubts that this responsibility will remain with it.

In recent years, many elementary schools are serving as neighborhood or community centers. This is not strictly a teaching function but is, nevertheless, a part of the elementary school service program along with health and food service. Most new schools are planned as neighborhood centers. Gradually more and more elementary

Literacy has been the foremost contribution of the primary school, from colonial days . . .



. . . to the nuclear age



schools, both new and old, are being translated into centers for carefully planned formal and informal programs of adult education.

The demonstration in Flint, Michigan, which is being carried on in cooperation with the Mott Foundation, is an outstanding example. Here, as



Today's elementary school lists critical thinking and creativity as objectives

in other cities, elementary schools provide centers for such activities as recreation, civic education forums, general education and technical courses for adults, committee meetings and community social functions. Parent education usually plays a very important role in these neighborhood programs.

Two objectives of general education have long been claimed but seldom realized at the elementary school level—critical thinking and creativity. They are seldom rejected by administrators but program development designed to implement them is usually weak. Even the recent critics of the public schools seem not to value these objectives very much.

This is probably due to some extent to their newness, but to a greater extent to weaknesses inherent in the preparation of elementary teachers. From the administrative point of view, these weaknesses can be traced, in many cases, to the failure to provide teachers with adequate consultative services by specialized personnel.

Cultural level due to education

In terms of practice, it may be said that the literate and the moral citizen is a principal goal of most elementary instruction. Neither the present high cultural levels nor the high levels of production and living could have been reached without simultaneously creating an educated population.

The occasional criticisms of the schools, whether they be well-intentioned or charlatanic, cannot put public education on the defensive. Nor do they. The vast majority of American citizens feel that the schools are essential; that they do a splendid job with inadequate funds. In fact, the typical American cannot imagine this culture without its community schools.

The elementary or "neighborhood" school is a cultural fixture. It is a center of learning and in

the typical community a gathering place for citizens. Its growing orientation to the philosophy of child growth and development has made it more and more a warm part-time home for the young child. And its stature steadily grows.

Whether the neighborhood schools should extend through grades 6, 8 or 10 is a matter of conjecture. New junior high schools are being erected daily to care for increased enrollments. Enrollments of 16-, 17- and 18-year-olds are increasing rapidly percentage-wise, and will soon swell in volume. College enrollments will undoubtedly double during the next few years.

By 1970, more youths in school

In other words, with the principle of free universal secondary education already fully established, by 1970 we may anticipate that nearly all of our youth will be in actual enrollment in grades 10, 11 and 12. Added to this is the anticipated enrollment of half of our 17- to 20-year-olds in the first two years of higher education.

Unlike the elementary school, the functions and curricula at the upper secondary level are changing swiftly. The need for skilled manpower, the



Science and technology, and their effect upon the standard of living, are changing curricula at the upper secondary level

impact of automation, the new demands of citizenship and the effects of the affluence of the American people are influences that have not yet expressed their full effects. Secondary schools have taken on many new responsibilities, such as driver education, work experience and personal-social problems. Guidance and health services represent attempts to serve all children better.

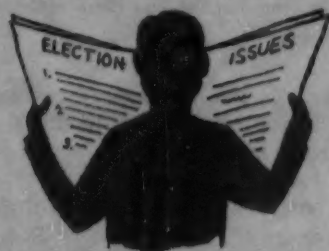
It must be remembered that all of these responsibilities have been added in response to needs of youth. At the same time, the teaching of academic subjects has actually improved as teachers and secondary schools have improved. General education aimed at personality development and greater civic competence has improved. An institution based on these newly-defined purposes, new curricula and new architecture is being developed under our very eyes. Naturally the shock of this impact is creating some confusion.

Perspective can be gained, however, if we consider that this development of the upper sec-

ondary school, with higher education and community adult education thrown in, is a prerequisite of the age of Limitless Power. In this new age, old sources of security and status, such as being "the greatest world power," will not suffice to protect us any more than status protected the Roman Empire from dissolution.

Learn from the past

In time of flux, man falls back always on the requirements for living in revolutionary periods. The three requirements for cultural perpetuity—risk capital, inventiveness and the wide use of the educative process—assume increasing importance day by day. Of these three, education is regenerative and creative in nature. This function must be stressed here and now as we complete the state systems of community schools that



Education is the handmaiden of self-government . . .

characterize America. These, with the parallel systems of non-public schools, represent the most important form of security attainable.

Finally, a perspective for evaluation can be gained if we consider the relation of public school systems to cultural stability. Self-government and universal education have gone hand in



. . . and the key to survival in a rapidly-changing world

hand in the modern world. The ballot is related to both literacy and citizenship. No country can have a stable social system without elementary education.

Technology and the liberal arts

In the same sense, a twentieth century republic needs secondary education as it faces the crises and rapid shifts in policy demanded by the times. Production, rational approaches to economic problems, and sympathetic treatment of the problems of other people are creating new demands. Only a nation with a large percentage of citizens with humanistic liberal educations, as well as those with technological backgrounds, can meet these demands.

The future will bring new educational needs. We can only guess at their nature. But one guess might be this—only peoples who develop complete systems of public school education, supplemented by an advanced system of higher education and adult education, will make the adjustments necessary to survival. Every state should start planning for such a complete system now.

School Building Costs and Bond Prices

by HAROLD F. CLARK

*Economic Analyst,
Teachers College, Columbia University*

THE INDEX OF school building prices continues to advance. The index of the cost of school building was 214.2 in December (1939=100). It was 213.7 in November.

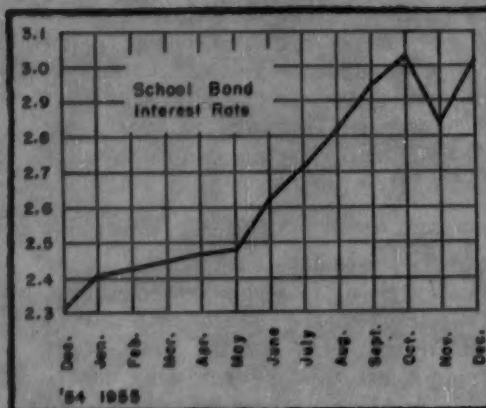
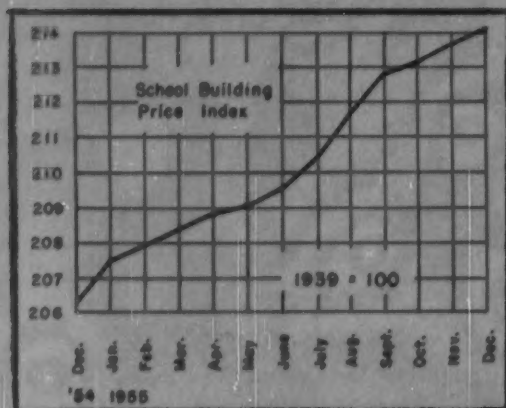
The cost of building labor continues its long steady upswing of the past seventeen years. The prices of building materials also have a strong upward tendency. This is particularly noticeable in regard to metal items.

The basic price of steel has been strong for a long time, and this has worked through to many kinds of building items that are affected by iron and steel prices. The price of copper continues to

fluctuate around a new all-time high, and the prices of all other metals are also high.

The volume of building remains extremely high. A new all-time high record was set in 1955 in the total volume of building. The prediction for 1956 is unanimous that the total volume of building during the year will be several billions higher than in 1955.

Construction in many fields is going to be very much larger than last year according to the present plans. The metal industries plan to spend 70 percent more in building, the paper industries 45 percent, the petroleum industries 40 percent more, the railroads close to 90 percent more, utilities will greatly expand—the same is true of many other fields. Unless something drastic occurs to



The index of the cost of school building continued to advance. In December, it stood at 214.2 (1939=100), as compared to 213.7 for the previous month. Although school bond interest rates averaged 2.91 percent in December, nine points over the November rate, the average interest rate on these securities remained low when looked at on a long-term basis.

upset confidence, all indications point to new high levels in building construction.

Housing construction may well drop as much as 10 percent, but this will more than be made up in expansion of highway construction, schools, public utilities and many commercial fields. Some estimates are for an overall expansion as high as 10 percent. The volume of building now is probably at the practical capacity of the industry. There may be occasional contractors who do not have all the work they want, but against that there are many others who have more than they can handle properly.

More important, large sections of industry that supply building materials are operating at full capacity. Under the stimulus of higher prices they, of course, can get more output. It undoubtedly will raise average cost however. The entire picture adds up to a situation where there is likely to be strong, steady, upward pressure on building prices.

Rising prices may postpone, and even slow down, some school construction. The White House Conference on Education, held toward the end of 1955, recommended great expansion in schoolhouse construction. Ways must be found to finance this greatly increased program.

There is a great difference in the estimates as to the size of deficit in school building needs. All studies agree, however, that the volume of schoolhouse construction will have to expand. If it does, this again will put some upward pressure on

prices. Perhaps the one serious problem regarding schoolhouse construction is the rising interest rates on school bonds.

SCHOOL BOND INTEREST rates are higher than the average of the past year or two. The average rate on bonds sold in December was 2.91 percent. This represents an increase of nine points over the November rate.

The December rate, however, is slightly below the high of recent months which reached its peak in October. The slightly reduced volume of school bonds in December may have had something to do with the small improvement in price as compared with the former high point.

In general, however, interest rates are in an upward trend. The Federal Reserve Banks generally are tightening interest rates. There is every reason to assume that policy will continue at least until there has been some slowing up of the business boom. The bank authorities seem determined to keep the boom from becoming too great and leading to a collapse.

School bond interest rates are one-half of 1 percent higher than they were a year ago. There is nothing in the picture now that indicates any change over the immediate future. On the other hand, it must be kept in mind at all times by school boards that on a long-term basis, school bond interest rates are still low. Where school buildings are needed, present interest rates should not be considered a reason for not building.

Next Month: Federal Support of Education—Finis E. Engleman

No. 136. Reprints in quantities of ten or more may be purchased from *The School Executive*, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

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what is the difference between



Educational-Broadcast TV and GPL *ii-TV*



A flood of letters to GPL has raised questions on the roles of television in education and on *ii-TV*. Here are some answers.

Is GPL *ii-TV* the same thing as the "Educational TV" I've heard about?

GPL *ii-TV* has wide educational uses, but the term "educational TV" was applied some years ago to the only kind of "educational" television then known: TV programs broadcast from non-commercial stations. Today the phrase is still used to refer to this broadcast type, which can be tuned in by home receivers.

What does *ii-TV* stand for?

ii-TV stands for the *industrial* and *institutional* television system of GPL. It is named for the areas where it finds its widest applications. The *ii-TV* camera transmits TV images over a closed-circuit so that only receivers on the circuit get the picture. Nothing is broadcast to the general public.

How does GPL *ii-TV* compare with Broadcast Television for educational use?

TV broadcasts by non-commercial stations are, of course, an excellent educational medium and, incidentally, most of the country's educational-broadcast stations utilize GPL equipment. These stations can reach large numbers of people scattered over large regions. GPL *ii-TV*, on the other hand, permits you to bring your own specific educational material, organized in the most effective manner and delivered by the most expert teachers, directly into the classroom for which the program is designed. It requires no FCC license or channel allocation and—since no complex TV broadcast equipment is needed—*ii-TV* costs far less to buy and maintain.

With tight school budgets, can we justify purchase of a GPL *ii-TV* System?

No luxury, a GPL *ii-TV* System is an economically feasible educational tool. It increases the teaching effectiveness of the whole staff. An instructor giving a course before a GPL camera can reach any number of classrooms in a school or school system simultaneously. This permits readjustment of the teaching

program, giving more time for individual help with learning problems and helps to cope with the teacher shortage. In the same way GPL *ii-TV* helps you to enrich the curriculum with the special courses—especially for exceptional children—prohibitive in cost when taught in separate classes in each school.

Does GPL *ii-TV* have other uses besides teaching?

Yes, many. The GPL *ii-TV* camera can monitor gates and corridors of schools, playgrounds, lunchrooms, study halls, thus freeing teachers from these chores. In city systems, conferences and staff meetings can be held over the *ii-TV* circuit with no staff time lost in travel. By means of the GPL TV projector, special events can be presented, and broadcast TV programs "picked up" and projected on a large screen, for showings to large groups.

Will we have to hire TV technicians and actors?

No. The entire GPL *ii-TV* System can be handled by the regular teaching staff, and assisting students. As for *ii-TV* teaching—the instructor teaches, he doesn't have to "act."

Do we need expensive lights, camera booms, etc.?

No, *ii-TV* needs no complicated lighting equipment; can be powered from ordinary outlets. It does not require special studio facilities. Courses can be presented right in a classroom, shop, or laboratory. The camera itself weighs only five pounds; the controls, 26; the entire system is easily carried to wherever it is needed.

How much does a GPL *ii-TV* System cost? How about maintenance?

The basic equipment for a GPL *ii-TV* System costs less than one-sixth of the national average cost of a single classroom. All GPL equipment is sturdily built; upkeep costs are low.

For information on how GPL *ii-TV* can help solve your problems, write:

Visit us at Booth 1451
at the A.A.S.A. Show



General Precision Laboratory Incorporated
Pleasantville, New York

A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION



FOR THE FIRST TIME!

all-steel folding chairs in 10 decorator

COLORS



a bright new
Samsonite
 exclusive at no
extra cost to you!

Brighten your school throughout, with Samsonite's ten new decorator colors—the greatest style advance ever achieved in all-steel folding chairs. Mixed or matched, these exciting new colors bring inviting, cheerful decorative effects to your auditoriums, classrooms, cafeterias, offices and meeting rooms. These colorful new chairs resist rust, won't peel or fleck, won't tilt or wobble and are strong enough to stand on. Posture curved backs. Quick one-finger folding. Safety-Guard hinges. Write Samsonite today for full information.



Samsonite's new colors: Gold • Aqua • Turquoise • Willow Green • Grey
 Brown • Terra-cotta • Metallic Grey • Green • Coral

Samsonite FOLDING CHAIRS...

YOUR SMARTEST INVESTMENT...NOW IN 10 COLORS

Shwayder Bros., Inc., Institutional Seating Division, Dept. 663, Detroit, Mich.

February, 1956

Come see Samsonite at the
A.A.S.A.—N.E.A. SHOW

February 18-23

BOOTH L2, CONVENTION HALL
 ATLANTIC CITY, N. J.



UNION CARBIDE has long been closely identified with silicones through the work of its Division, Linde Air Products Company. To an important degree, industry has come to "Look to LINDE for Silicones."

Silicones are incredibly versatile man-made chemicals offering startling advantages in more and more products and processes. You may find that their stability under wide temperature change is the quality that interests you. Or it may be their water repellency, their high electrical resistance, or some other special property.

Interesting new developments, as well as the many proven needs, have now led to the formation by Union Carbide of a Silicones Division. With the world's most modern silicones plant almost ready to go on stream at

Long Reach, W. Va., this new Division will be responsible for Union Carbide's program for the development, manufacture, and sale of silicone products.

This is more than just a change of name. While addresses and telephone numbers will remain the same, customers will be served by still further expanded sales and technical staffs.

But of prime importance, it means that through the expanded organization and vastly increased output, Union Carbide will provide more silicone products, in a greater variety, to match the needs of the fast-growing number of its silicone users. If you haven't already checked on the potentialities of silicones in your business, you should. Now, more than ever, it will pay you to...



Look to UNION CARBIDE for silicones

For example, water repellents based on LINDE C-25 Silicones have already established themselves as the long-lived weather protection for masonry structures. It will pay you to protect

the original beauty and quality of your masonry. Just one "invisible raincoat" of water repellent made from UNION CARBIDE C-25 Silicone will give years of trouble-free protection.

In just 19 minutes!

FROM GYM TO LUNCH ROOM

VISIT US—

at the N.E.A. Convention,
February 18-23, Atlantic
City. Booths: 1429, 1431,
1433.

Here's how Dr. Merle R. Bolton,
Superintendent, Corinth School District, N. E. Johnson
County, Kan., solves his space problems with
Erickson Fold-A-Way Tables



Time: 11:45 a.m. . . any school day . . . Scene: the multi-purpose room at Corinth Elementary School . . . Action: the morning phy. ed. class is almost over ("Just one more basket, Coach!") Custodian starts wheeling in extremely portable Erickson Fold-A-Way Tables with Benches . . .

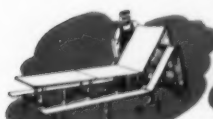


Time: 12:04 p.m. . . Scene: same room 19 minutes later . . . Filled with 14 Tables used by 330 students . . . students finish eating about 12:40 . . . by one o'clock all the tables are folded and stored, with floor swept ready for the afternoon gymsters.

Multiple use of floor space is easy...with *Erickson* Tables

Erickson

PORTABLE FOLD-A-WAY TABLES WITH BENCHES



THEY FOLD-A-WAY
In only 15 seconds



THEY WHEEL-A-WAY
on own rubber wheels



THEY STORE-A-WAY
in amazingly little space

With Erickson equipment Superintendent Bolton has the "extra" space he needs . . . through highly efficient multiple use of floor space.

Erickson's exclusive Fold-A-Way and Wheel-A-Way features make it possible for one man to set up seating-for-eating for hundreds of pupils . . . with great savings in time and labor.

When not in use, tables take very little storage space. For example, 10 tables, with seating capacity for 240 pupils, store in only 4 1/2 by 10 ft.

Send us your floor plans. Let our engineers help solve your space problems with *extremely portable* Erickson tables. You'll find you're paying for Erickson tables when you don't have them.

SEND COUPON TODAY!



Midway 5-6465

GENTLEMEN: Please rush me complete information on Erickson space-saving Fold-A-Way Tables.

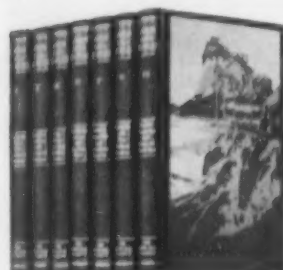
Name _____ Title _____
School _____
Address _____
City _____ State _____

Erickson

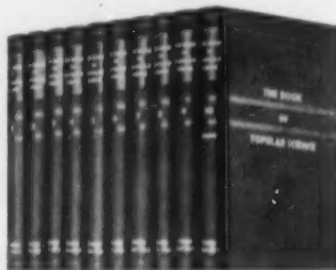
PORTABLE FOLD-A-WAY PRODUCTS

WHAT IS THE GROLIER SOCIETY?

THE GROLIER SOCIETY was founded in 1895 by men whose purpose was to publish good books in fine bindings, but who could not have envisioned how completely that purpose was one day to be fulfilled. ¶ They borrowed the name Grolier from a great French bibliophile. They used the word Society because in their day it was synonymous with "company." ¶ Grolier's first publications included volumes of history and collections of literary classics. It wasn't until 1910 that, with the publication of *The Book of Knowledge*, The Grolier Society found itself embarked on the publishing program that has made its name world-famous. ¶ Today, The Grolier Society publishes the five sets illustrated on this page and 13 other major reference works. Each set performs a different educational function but all share certain special values. Each is designed not merely to inform but also to encourage intellectual curiosity. Each derives authority from editors and consultants of the highest possible position in their fields. Each is continuously revised so that the most recent edition of each describes and explains the march of events, discoveries and achievements. Each—in the library and in the schoolroom—is increasingly depended upon as a basic *teaching tool*.



LANDS AND PEOPLES
7-volume work covering the world and its peoples from the social studies viewpoint.



THE BOOK OF POPULAR SCIENCE
The only science reference set of its kind; modern, complete for classroom and library.



GROLIER ENCYCLOPEDIA
Authoritative 10-volume, popular-priced encyclopedia alphabetically arranged; short concise entries for quick general reference.



RICHARDS TOPICAL ENCYCLOPEDIA
Fascinating 15-volume topical encyclopedia that contains hundreds of teaching units.



THE BOOK OF KNOWLEDGE
20 volumes completely revised from earlier editions; an almost indispensable classroom teaching tool; a quick fact-finding cross-index in volume 20.



THE GROLIER SOCIETY INC.
2 West 45th Street, New York 36, N. Y.

America's largest publisher of encyclopedias and reference sets



From the files of
Johnson's Wax Floor
Consultant
Service



Johnson's J-Man Werden
discusses problem with custodian

The case of the "border incident" in a suburban church

How a "floor-miracle" by Bob Werden of Johnson's Wax
restored original beauty to a dingy floor.



You would never have guessed, a few months ago, that the floor of the Methodist Church, Hicksville, N. Y., had once been beautifully two-toned with a center of cream-colored asphalt and a border of rich, red-brown tile.

Old wax had built up on the floor. Dirt had been sealed in. The border had disappeared and the entire floor had taken on a single, dark-brown, dingy hue. Even regular maintenance with ordinary cleaners could not brighten it. But that was before Bob Werden of Johnson's Wax Floor Consultant Service came to the rescue.

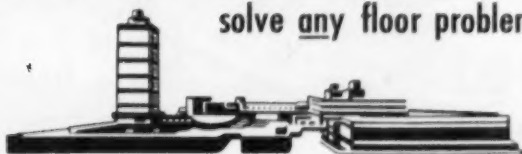
Stripping, of course, was the answer. And the job was done quickly, easily, with Wax-Strip Floor Cleaner . . . the product of Johnson's Wax made especially for removing old wax films. The missing border was revealed in all its original beauty.

Then, how to keep the floor beautiful? First, it was sealed with Johnson's Heavy Duty Hard-Gloss; then, it was waxed with Green Label No-Buff. A program of regular waxing and periodic wax removal was instituted. Says the Reverend Cranston Clayton: "All of us, including the ladies of our church, are delighted. Johnson's came to the rescue."

To solve your own floor problems, always rely on the products of Johnson's Wax. If you need help, call on the know-how of the Johnson J-Man in your area. Contact him through your local Johnson distributor, or write:

S. C. JOHNSON & SON, INC.
Maintenance Products Dept. SE-2, Racine, Wisconsin

Products and services from Johnson's Wax to
solve any floor problem



"Johnson's", "Wax-Strip", "Hard-Gloss", "Green Label" and
"No-Buff" are trademarks of S. C. Johnson & Son, Inc.





Take a tip from the guy who knows:



*Elementary School Gymnasium, Perrysburg, Ohio.
Architect, Britsch & Munger, Toledo, Ohio*

**FOR SCHOOL FLOORS
THAT LAST A LIFETIME,
Specify KREOLITE!**

**The
Jennison-Wright
Corp.**

**2463 Broadway
Toledo 9, Ohio**

Please send me a free sample and complete specifications of Kreolite Flexible Strip End Grain Wood Block Flooring.

Name

Address

City State

For nearly 50 years, Kreolite Wood Block Floors have been used successfully in industrial plant areas where heavy traffic would ruin normal floors.

Now, Kreolite offers this famous durability in its beautiful Flexible Strip End Grain Wood Block Flooring, designed specifically for school activities centers like gymnasiums, vocational shops and laboratories.

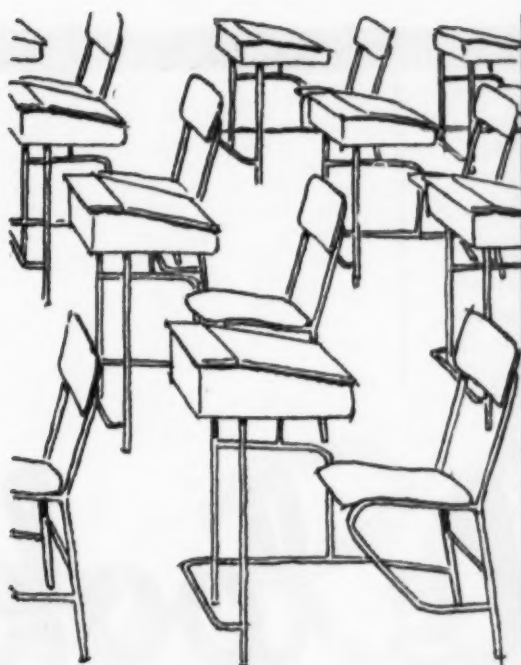
Made from 1-1/2" or 2" thick kiln-dried southern yellow pine, individual blocks of Kreolite are wire-trussed together to form compact monolithic-like end grain planks or strips. These strips are then impregnated with a special preservative to guard them against the ravages of time.

When the flooring is laid, each Kreolite strip is interlocked to adjoining strips by a patented steel wire spline—providing a smooth, resilient floor that defies hard usage! For complete details, fill out the coupon below.

KREOLITE FLEXIBLE STRIP END GRAIN WOOD BLOCK FLOORS



THE SCHOOL EXECUTIVE



row upon row

and not a paper showing

with NEW Griggs 789 Study Top Desks



An open-front book box
Chair Desk... the 786.

desk and chair combi-
nation... Airliner 700
Desk with 740 Chair.

for a luxurious audi-
torium... Model 50
MBW Auditorium
Chair.

queen of the class-
rooms... Skyliner No.
450 Chair Desk.

Built-in neatness for your classrooms. Completely-enclosed book boxes with smoothly-operating lift lids conceal loose papers... ungainly stacks of books. That's only one virtue of the new Griggs 789 Study Top Desk... the hard-to-tip frame is of sturdy tubular steel for *lightweight* strength. The roomy desk top, like the comfortably curved seat and back, is of hardwood plywood. And desk tops can be faced with plastic for years of wear without finishing. Look at the 789 before you buy!!

GRIGGS

EQUIPMENT COMPANY

BELTON, TEXAS

Schools look

**... for Sound Systems
adaptable to any size school,
any school activity!**



Schools take on a new look in efficiency and adaptability with the installation of an RCA Sound System. Activities mesh in smoother rhythm; closer contact is established between administrators, teachers and pupils.

Designed especially for school and classroom use, the new RCA Sound Console contains all the necessary equipment for streamlining your school communications requirements. Complete accessibility to all classrooms, singly or in combination, rests at your fingertips. A convenient "all call" provides instant coverage of the entire school. Included are provisions for AM-FM radio, and three-speed phonographs. RCA Sound will add new efficiency and versatility to your school.

Choose RCA Sound, too, for the comfort and security that come from knowing RCA Engineered Sound Distributors everywhere are equipped by training and facilities to render emergency aid quickly and efficiently. RCA Sound is backed also by the nationwide resources of the RCA Service Company. If you'd like more information in convenient brochure form on why schools look to RCA for Sound, just clip and mail the coupon above.

Radio Corporation of America
Department B-109, Building 15-1
Camden, New Jersey

Please send me the complete story on

- ☐ RCA 400 Projectors
☐ RCA Sound System for Schools

NAME _____ TITLE _____
SCHOOL _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

to RCA

**... for Sound Projectors
even a novice can
operate in 30 seconds!**

RCA has taken the mystery out of 16mm projector operation. In today's schools equipped with RCA Projectors, inexperienced teachers and pupils become confident projectionists in a very short time. It's easy to get the show going when your projector is an RCA—you set it up in a jiffy, quickly guide the film through the thread-easy path, flip a switch and you have sparkling pictures on the screen *in less than a minute*.

Even the younger pupils will vie for the job as "chief operator!"

You will appreciate, too, the ruggedness of RCA equipment. No need to "baby" the RCA Projector—it's built to perform smoothly and quietly with minimum maintenance over a long life. Even after years of hard usage, crisp picture and sound quality scarcely diminish. The single case RCA Projector, the Junior, is a marvel of compact motion picture efficiency. For a speaker in a separate case, ask for the Senior—it provides more sound power for bigger auditoriums.

Your RCA Audio-Visual Dealer will be glad to show you why more schools look to RCA for their projection needs—or for further details in colorful brochure form, use the convenient coupon.



SOUND AND AUDIO-VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

CAMDEN, N. J.

Announcing

a complete new line of
steel cabinets for home arts class rooms
... by GENEVA



GENEVA has installed kitchens in the home economics class rooms of many of the country's leading schools. The experience gained in working with these schools suggested the advisability of developing a complete steel cabinet line to meet the specific needs of other divisions of the home arts departments.

GENEVA is proud to announce that they now offer the most extensive line of steel cabinets in the industry, designed specifically to meet the requirements of home arts departments. This line maintains the standard of highest quality that GENEVA is famed for in the consumer market.

GENEVA cabinets are available in white or a choice of six easy to live with decorator colors.



See the new GENEVA line at the Convention of the American Association of School Administrators, Atlantic City, Booths 1013, 1015, 1017.

GENEVA MODERN KITCHENS, Geneva, Illinois
Division of Acme Steel Co.

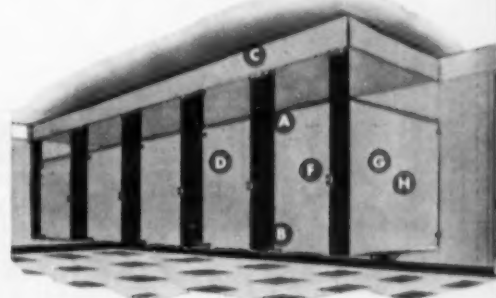
THE SCHOOL EXECUTIVE

WHAT TO LOOK FOR IN QUALITY TOILET COMPARTMENT CONSTRUCTION

Many major differences that give you your money's worth in satisfactory service!

Check

QUALITY CONSTRUCTION FEATURES YOU WANT IN TOILET COMPARTMENTS

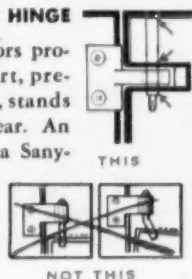


Quality construction features set Sanymetal Toilet Compartments apart from ordinary products, make them last longer, make them give

more satisfactory service. "Any metal toilet stall" is not *Sanymetal*. Use this check list to discover the many *extra* quality features Sanymetal offers.

A INSET TYPE TOP HINGE

on all Sanymetal doors provides 3-point support, prevents misalignment, stands abuse, eliminates wear. An adult can swing on a Sanymetal door without harming it. (See advertisement No. 2, this series*.)



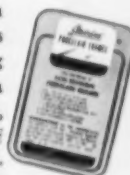
D WELDED DOOR UNIT

construction provides a door panel that stays flat without wind and in line even when it is severely abused. Door surfaces are welded together to form one rigid, permanent unit. (See advertisement No. 3, this series*.)



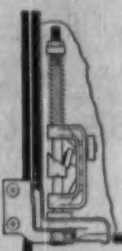
G PORCENA, SANYMETAL'S VITREOUS PORCELAIN

on steel, meets Porcelain Enamel Institute standards for genuine, acid-resisting porcelain enamel. Porcena has the hardness of glass, the natural strength of steel. It never requires refinishing. (See advertisement No. 1*.)



B FULLY CONCEALED BOTTOM HINGE

(by test proved to give over 301,000 cycles of use without noticeable wear.) Controlled-action positions door, fully bearingized — always works easily. Door does not rise or lower as it swings. (See advertisement No. 4*.)



E QUICK, PERMANENT LEVELING

by built-in jackscrew saves field labor. Screw supports compartment weight direct to floor, cannot slip. The compartment is held level permanently. (See advertisement No. 5*.)



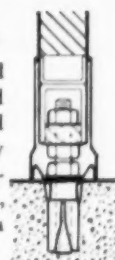
H CERTIFIED BASIC STEEL AND FINISH QUALITY

Label on Sanymetal "Tenac" certifies use of furniture steel that is galvanized and Bonderized** with two coats of quality synthetic enamel. Nothing less lasts as well as this 4-fold finish. **Bonderite, a product of the Parker Rust Proof Co.



C TROUBLE-FREE FLOOR CONNECTIONS

by a Sanymetal patented method produce firm, rigid connections for floor-braced types. Fittings are heavy-duty and concealed. Ceiling connections are same design, produce same rigid strength for ceiling-hung units.



F PACKAGED HARDWARE SPEEDS INSTALLATION

Hardware for each panel, door, pilaster in separate, plainly labeled package speeds installation, prevents loss, saves installation dollars. Like most Sanymetal features, this advantage costs you nothing.



I STAINLESS STEEL FLOOR MOP MOLD

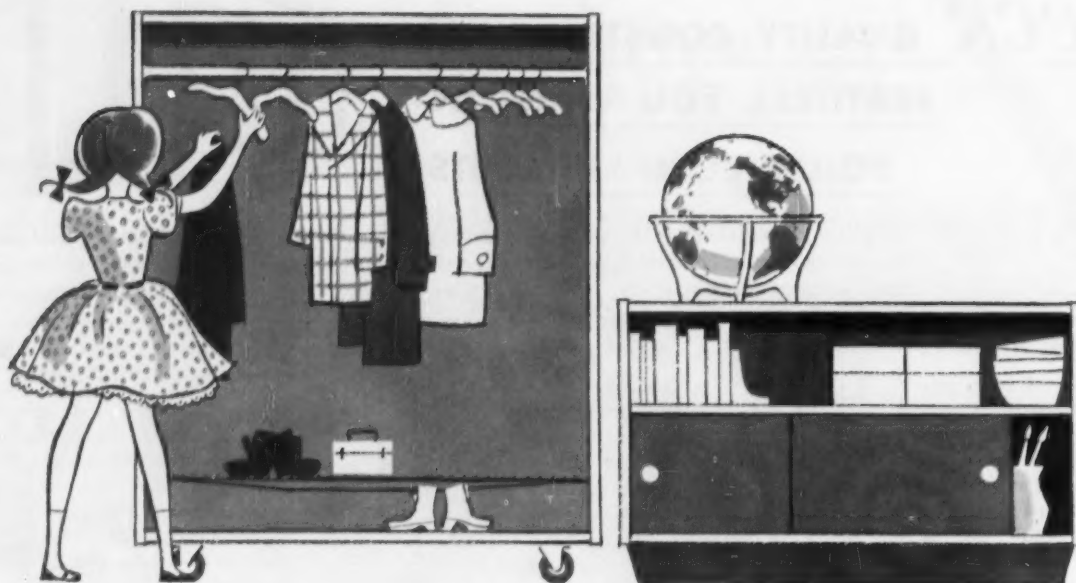
assures long life and attractiveness, withstands exposure to cleaning materials, acids, scuffing and abrasion. It is held tight to the floor by hidden spring clips.



*See Sweet's, or send for Catalog 92, describing all Sanymetal Compartments. If you wish, we will send other advertisements in this series about quality construction details.

When you buy or specify toilet compartments—be sure they are **SANYMETAL**—you have that choice.

THE
Sanymetal[®]
PRODUCTS COMPANY, INC.
1711 URBANA ROAD, CLEVELAND 12, OHIO



Just one line of classroom furniture
continues to set the pace!



It's... *Brunswick*

It's the furniture that *first* set the pace with a new concept of flexibility, comfort and color in the classroom . . . the line that *continues* to set the pace with a completely integrated selection of multi-purpose cabinets. Be sure to see the new additions to the Brunswick line at Atlantic City. Space 1312-1318.

THE BRUNSWICK-BALKE-COLLENDER COMPANY

623 South Wabash Avenue, Chicago 5, Illinois

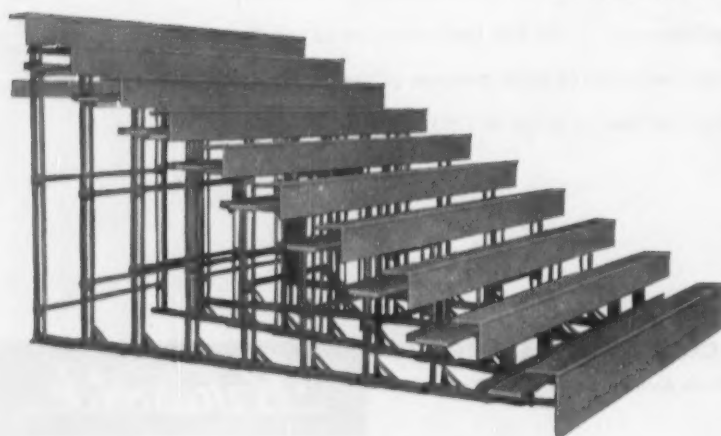
Brunswick

There IS a reason!

Medart

TELESCOPIC GYM SEATS*

Most Preferred Of All Gym Seats



Write for **NEW** catalog



SPECIFY the best, then INSIST on it!

FRED MEDART PRODUCTS CO., INC. • 3534 DEKALB ST. • ST. LOUIS 18, MO.

*Medart Telescopic Gym Seats are fully protected by U.S. Patents

They're Safer! Each row is supported with 4 double vertical uprights that put the spectator load directly on the floor, not the casters or walls.

They're Stronger! Steel under-structure is completely self-supporting. Wood members add extra strength and extra rigidity.

They're Roomier! Both 22" or 24" row depth models have extra toe and heel room for maximum comfort. Row rise of 10½" or 11½" provide maximum visibility.

They're Easier To Operate! Exclusive "Floating Motion" interlocked supports, and "Dual Align" interlocked roller housings make for straight trackage, prevent binding.

They're Better Looking! Beautiful, durable clear finish over natural wood improves appearance of any gym.

INCREASE COMFORT, SAVE FUEL with JOHNSON *DUAL* CONTROL



Senior High School and Civic Auditorium, Idaho Falls, Idaho, Fetzer and Fetzer, architects, Salt Lake City; Williams, Gritton and Wilde, mechanical engineers, Salt Lake City; A. H. Palmer and Sons, heating and ventilating contractor, Logan, Utah.

The Senior High School and Civic Auditorium in Idaho Falls, Idaho, is an interesting example of the exceptional comfort and economy values made possible by the popular *Dual* System of Johnson Automatic Temperature Control.

Johnson *Dual* Thermostats provide this multi-purpose building with the finest in individual room temperature regulation. The operation of convectors and unit ventilators, as well as the central heating and ventilating systems, is closely controlled at all times to satisfy the particular comfort requirements of every room in the building.

Equally important, Johnson *Dual* Control makes it possible to provide this superior comfort feature at a large saving in fuel costs. Here's how Johnson *Dual* Control was planned and installed to insure complete comfort and lowest possible operating costs:

During regular school hours, a Johnson *Dual* Thermostat in each room automatically maintains each space at the ideal comfort level. When regular school hours end, the *Dual* Thermostats are reset—from a central point—to operate at lower, non-occupancy temperatures.

In those rooms that continue in use, merely pressing a button on a room's *Dual* Thermostat restores it to normal occupancy temperature, *without changing the economy settings of the other thermostats.*

If yours is a busy school with "after-hours" heating problems, Johnson *Dual* Control is the answer. The comfort and money-saving benefits of the *Dual* System are not limited to new buildings. If you already have a single temperature system, it can be converted to Johnson *Dual*. Ask an engineer from a nearby Johnson branch to explain how *Dual* Control can be applied to your problem. Or mail the coupon today.

JOHNSON CONTROL

TEMPERATURE & AIR CONDITIONING

PLANNING • MANUFACTURING • INSTALLING • SINCE 1885

JOHNSON SERVICE COMPANY

507-M East Michigan Street, Milwaukee 1, Wisc.

I'd like more facts about *Dual* Control.

- ☐ Send your folder "How Johnson *Dual* Control Solves the After-Hours Heating Problem in Schools."
- ☐ Have a Johnson engineer call me.

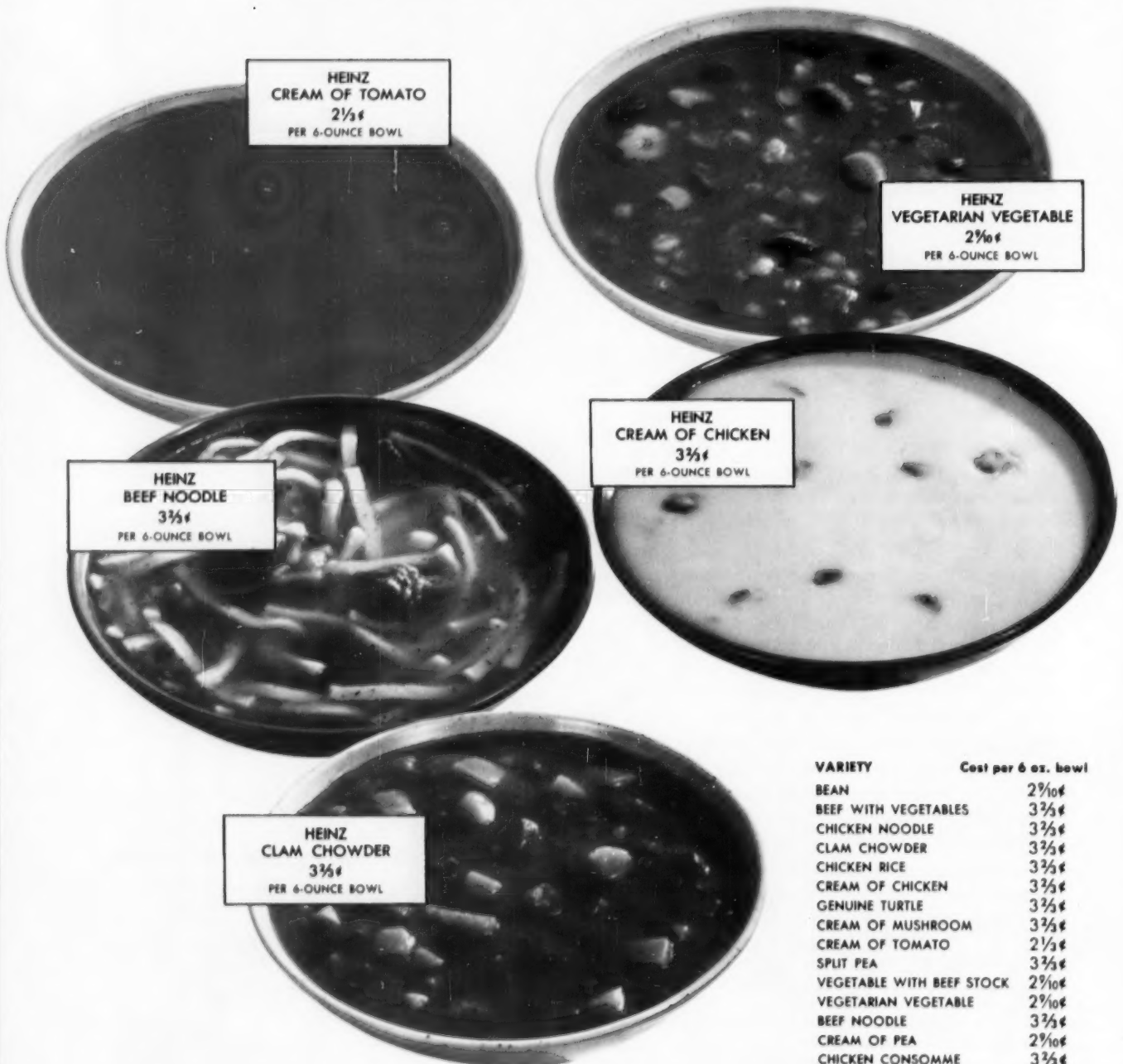
NAME _____

SCHOOL _____

ADDRESS _____

CITY & STATE _____

COMPARE AT YOUR PRESENT



**HEINZ
CREAM OF TOMATO**
2½¢
PER 6-OUNCE BOWL

**HEINZ
VEGETARIAN VEGETABLE**
2½¢
PER 6-OUNCE BOWL

**HEINZ
CREAM OF CHICKEN**
3½¢
PER 6-OUNCE BOWL

**HEINZ
BEEF NOODLE**
3½¢
PER 6-OUNCE BOWL

**HEINZ
CLAM CHOWDER**
3½¢
PER 6-OUNCE BOWL

VARIETY	Cost per 6 oz. bowl
BEAN	2½¢
BEEF WITH VEGETABLES	3½¢
CHICKEN NOODLE	3½¢
CLAM CHOWDER	3½¢
CHICKEN RICE	3½¢
CREAM OF CHICKEN	3½¢
GENUINE TURTLE	3½¢
CREAM OF MUSHROOM	3½¢
CREAM OF TOMATO	2½¢
SPLIT PEA	3½¢
VEGETABLE WITH BEEF STOCK	2½¢
VEGETARIAN VEGETABLE	2½¢
BEEF NOODLE	3½¢
CREAM OF PEA	2½¢
CHICKEN CONSOMME	3½¢

OUR EXPENSE-- SOUP WITH HEINZ

1. COMPARE THE FLAVOR...2. COMPARE THE COST—
THEN...3. DECIDE IF MAKING SOUP IS WORTH YOUR
CHEF'S VALUABLE TIME!

WE'LL SEND YOU A FREE CHEF-SIZE TIN of any of the 12 Heinz soups. All we ask you to do is heat—open—taste—compare with the soup you now serve!

FIRST COMPARE FLAVOR. That's simple. If you don't like Heinz *at least* as well as your present soup, don't go any further. Heinz soups are made of ingredients the finest kitchen would be proud to use. They're seasoned and cooked under the supervision of Master Chefs. Taste and see for yourself!

THEN COMPARE COST. Many kitchens do not know their actual cost on soup because so many of the

costs are *hidden*. It's easy to measure the cost of ingredients but how about these hidden costs:

*Labor costs . . . Chef's time . . . fuel . . .
spoilage and leftovers . . . tied-up cooking equipment*

These costs cannot be figured exactly, but they are costs and should be considered.

COMPARE AND SEE FOR YOURSELF. Let your own taste and your own costs decide. Fair enough? Fill in the coupon and mail it for your free Chef-Size tin of Heinz Soup *now*!

HEINZ SOUPS

YOU KNOW IT'S GOOD BECAUSE IT'S HEINZ



Heinz 51-oz. Chef-Size Soups are condensed . . . one tin makes two.

FREE
CHEF-SIZE
TIN OF
HEINZ
SOUP

H. J. Heinz Co., P. O. Box 57, Dept 28, Pittsburgh 30, Pa.
I'll compare and see for myself. Send me a free Chef-Size tin of Heinz Condensed Soup (makes 102 ounces of soup).

Variety _____
(any soup you choose)

Name _____ Position _____

Affiliation _____

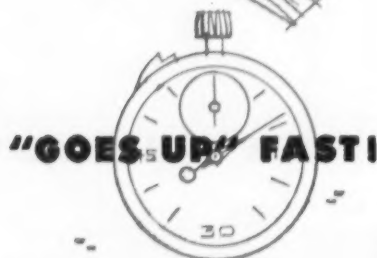
Street _____

City _____ Zone _____ State _____

Bolta-Wall

VINYL WALL COVERING OFFERS SO MUCH FOR THE MODERN INSTITUTION!

NEVER NEEDS PAINTING!



"GOES UP" FAST!

What other wallcovering gives you *all* these features?

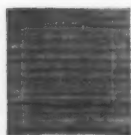
EASY, SPEEDY APPLICATION! Bolta-Wall can be quickly and easily applied to almost any surface—plaster-board, hardboard, plywood or plaster (old or new).

LOWER MAINTENANCE COSTS! Bolta-Wall has exceptional resistance to scuffing, staining or fading... won't crack or peel—dirt, grime and grease wash right off with just soap and water... and you never have to paint! Looks new for years!

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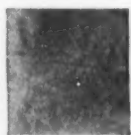
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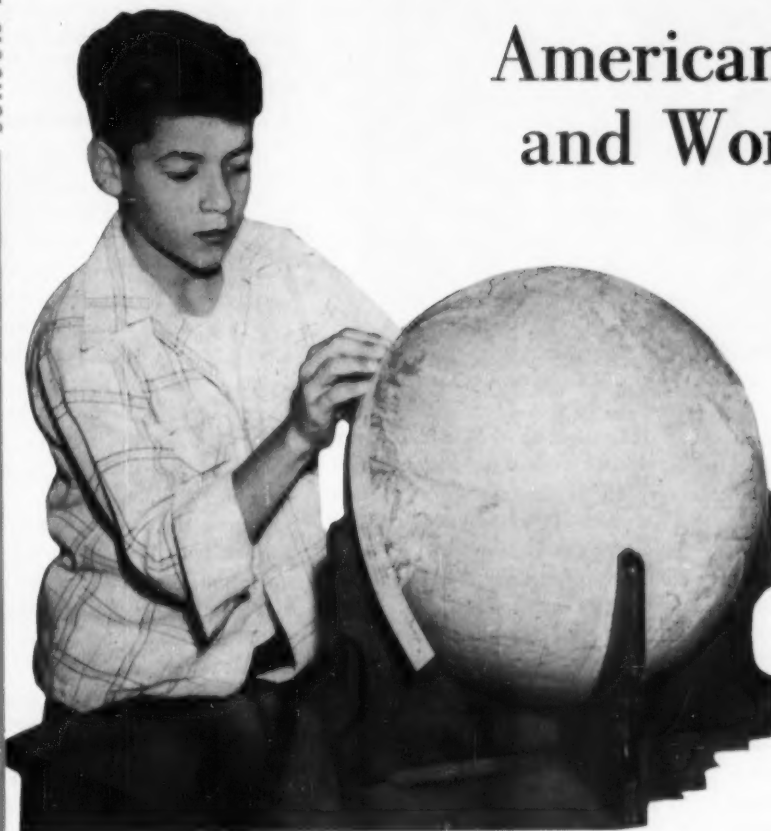
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DOUGLAS S. WARD

American Students and World Affairs



The study of world social conditions should be made a part of existing courses, so that students get a well-rounded picture of America's place in the international scene

EVERY NEW TECHNOLOGICAL and scientific development to improve man's skills in the already advanced art of destroying human life makes education for international understanding more necessary.

But perceptive educational leaders are generally aware of the inadequacy of two of the most common

approaches now being advocated: the sentimental "world-mindedness" approach, and the tub-thumping emphasis upon study of the United Nations. Neither represents a balanced approach to this broad and complex educational objective. Many school people are throwing up their hands and relying (unhopefully) on established content to carry the burden of teaching about America and the rest of the world. Some are still searching for an approach which is both defensible and realistic.

What is the school expected to do

Dr. Ward is professor of education and acting dean of the School of Education at the University of Virginia in Charlottesville.

to prepare young people to live with cobalt bombs and the explosive national ambitions which hang over their future? Here are three proposed basic tenets for the educator's point of view on the function of the school in teaching about international affairs:

- The school in American society is but *one* of the institutions which influence the character of the total society.

- The study of what it might mean, for instance, if Americans decided to give away some of their surplus food, is an obligation of the school. But advocacy by the school of such proposals, or specific changes in what America stands for, is improper.

- The school's function is the education of the young in our changing society. Our children and youth should be helped to come to grips with problems concerning relationships between the peoples of the world, particularly as they involve the United States.

Belief in the worth and dignity of all people imposes a necessary concern for their social problems, and for their basic well-being. To teach primary concern for problems of our own people negates a fundamental American belief in the inherent worth and dignity of all mankind. This does not mean that Americans must love every other human; it means that they cannot ignore the problems which confront them.

Loyalty to nation first

But should fundamental American loyalties to home and nation and to its cultural symbols, such as the flag, be subordinated to concern for poverty and misery of humans in other parts of the world? This would be a blatant rejection of the school's highest obligation—to induct the young into the American culture, and to teach and to demonstrate respect for cultural values.

The study of problems facing the world's people is likely to suggest emerging new loyalties for Americans which are lawful, and consistent with values rooted in American culture. But new loyalties, which may

grow out of study of world social problems, must be extensions of the national heritage of Americans rather than substitutes for established loyalties. For instance, the NATO banner or the United Nations flag must not displace the Stars and Stripes from its traditional position as the central national cultural symbol, revered above—but not to the exclusion of—all others.

The traditional American faith in methods of intelligence has made ours the foremost scientific nation in the world and its citizens the most knowledgeable in human history. Although Americans are willing to use force when required to in international affairs, reason is far more frequently resorted to. The school has an obligation to deal with controversy, such as how the nation should carry on its foreign affairs, so that it scrupulously avoids using propaganda (a non-violent form of coercion) to indoctrinate the young. Advocacy by the school, or by individual teachers, of particular solutions to world problems is contrary to our traditional reliance on intelligence. This value, which sets the American culture apart from all but a few others, is as applicable in schools as in the halls of government.

Necessary concern for the problems confronting the peoples of the world (referred to above) means that study of world social problems should be the central core of school programs about international affairs. World social problems may include (1) contemporary affairs, (2) government policies which affect other people, and (3) trends and problems which reflect the impact of world social conditions upon Americans.

Contemporary world affairs which might be studied, such as current world danger spots, hopeful meetings of world statesmen, or successful programs of international cooperation, are legion. Therefore, limiting the scope of study is essential. For instance, a sixth grade might study successful international programs during the fall semester. During the rest of the school year perspective might be established by study of the

difficulties besetting the "family" of nations. Such study might be on a once-a-week basis, or even less frequently. Themes such as these, as part of social studies or language arts programs, can "cover ground" as certainly as continuous study over a shorter period.

World affairs vs. home issues

Study of contemporary world affairs can leave both teacher and students smugly unconcerned with related issues close to home. What is taking place in Africa, for example, may have little impact on the thinking of students unless it can be related to issues which confront people in their own neighborhood. Indeed, the study of a famine in Asia, may help to lay a groundwork of facts useful in the study of agricultural subsidies at home.

Among the soundest lessons to be learned from study of what's going on in the world may be the recognition of the "weighting" of international news, both deliberate and unconscious, at its point of origin. Every country tries to display its best side to the rest of the world. Students who learn that several sources of information about foreign affairs are desirable are headed toward more responsible citizenship. Likewise, biases of news outlets, such as our own newspapers and radio and television stations, can be recognized by children of tender years through study of contemporary world affairs, and of national and local happenings which might be studied concurrently. Unintentional distortion of news about other peoples due to cultural conditioning of the original reports may be understood from study of contemporary affairs of this kind. Events in other countries are sometimes selected and written about in ways that make sense only to those who already know the country well. American school children and their teachers and parents are at a disadvantage in interpreting news from abroad for the reasons noted above; they are wiser if they are aware of some of the difficulties in finding out what is happening abroad.

Government policies affecting other

peoples can be studied to serve as means of better understanding of world affairs. Our national government exercises tremendous influence on the ways other people live. Our programs of aid to foreign governments, and defense programs which operate in large part on foreign soil, effect profound changes within other nations. Reciprocal trade agreements, and immigration policies might also be studied with profit. Many states and local governments operate in areas near to foreign countries, or in immigrant-receiving localities where large numbers of foreigners come under their jurisdiction. State and local laws affecting seasonal workers from Mexico, for instance, have international significance. Local governments may govern the freedom of foreigners to attend schools and use recreational facilities. Policies of school boards may restrict freedom of discussion and access to information about international affairs. These are worthy of study in schools, and may be understood at many grade levels.

Suitable study topics

Trends in world social conditions which suggest topics suitable for study at several grade levels include the following:

Americans live, work and travel all around the world.

A deepening gulf exists which divides the Western and the Soviet worlds.

The world of nations with little in common is becoming a world society—without a world government.

Our own nation depends upon the rest of the world for strategic raw materials for its key industries.

Business is being increasingly controlled in attempts to promote the public good.

The dependent and exploited religious and ethnic groups of the world are awakening to their potential power.

These are "grown-up" topics, but understanding can be built gradually through developmental teaching during school years when children and



Belief in the dignity of all people imposes a concern for their social problems.

young people are inevitably forming opinions about these issues. To ignore them in school programs is to permit selfish or unintelligent forces to indoctrinate our young people.

Problems in the study of world social conditions such as the following suggest further topics for study:

How can the United States determine what its role in world affairs should be?

How can we achieve military and economic security on the world scene and at the same time maintain full employment and maximum individual freedom at home?

How can the potentialities of atomic energy be used to benefit humanity?

How can the basic needs of the world's growing population be met?

How can knowledge and opinion flow freely across national boundaries?

These are topics which are appropriate for secondary students, but are well within the grasp of many elementary pupils. Their study would result in a more balanced approach to international affairs than commonly occurs through incidental study in history, geography and other social studies courses. Indeed, these problems are suggestive of possible units for study within existing courses. The need for maintaining a

balance between international, domestic, local and personal social problems will prevent the conscientious teacher from overemphasizing problems of the type here suggested. International studies must find their way into the total school program through the medium of existing courses.

International relations are more nearly understandable through study of human problems. Their direct study, as a part of regular school programs, would be a forthright move toward bringing children and young people to grips with basic issues about America's place in world affairs.

Study of world affairs in these terms avoids the difficulties faced by conscientious educational leaders who have let themselves be swept into partisan advocacy of international organizations. Many intelligent Americans of good will have let their enthusiasm for the United Nations and its member organizations carry them away from objective study of the complex range of world affairs.

Our public schools owe children and young people opportunities to study the maximum scope of world social problems appropriate to their maturity levels. Anything less, even the study of an organization such as the United Nations, in which the highest hopes of humanity may well rest, is not enough.

Eight Commandments for Administrators

*... being some excerpts from the "Book of Bosses" designed
to lighten the daily toil with wisdom and understanding*

by WILLIAM F. HENRY, Jr.

- I. I say to you if a machine should be unpredictable in its work, cursing will not avail; a wise man seeks a reason and from the reason a way. Mankind is unpredictable, one trouble breeds another trouble; the wise man seeks the reason and through reason, the way.

People perform their work the way they feel; if things are rosy in their personal life, their work goes smoothly too. The "boss" who gets the best results is the one who is really interested in people. He feels that their problems and their happiness are more important than the job. When given this type of consideration, people outdo themselves in returning the consideration in their efforts towards their work.

- II. Look you to those beneath your feet and to those above your head and all those about you and be you governed by your concern for them.

A rule perhaps so simple in statement that all who hear it say, "Oh, I know that!", is one which is not acted on by those who know it. In your working situation, observe the simple rule, "before you take any action, consult those likely to be affected." Many a good plan has developed unexpected kinks because someone who feels he should have been consulted has his pride hurt,

Mr. Henry, who teaches in the Downey, California, Elementary School District, holds an M.S. degree in administration.

and he does his best to kill your plan. Talk it over, get their opinions and advice, keep them informed, and be sure they understand what is going on. Take the trouble to consult your colleagues and you are apt to find they won't be working against you.

III. Look you yonder to the distant stars, look you to the grain within your hand, look you deep within your secret self. Look hard then let loose the laughter to infect others.

In dealing with people in a job, it is said, those with a sense of humor have the best in working relationships with others. A sense of humor is not a matter of being able to tell or enjoy a good joke, or to make wisecracks. It seems to be a matter of proportion, the ability to laugh at yourself and the world as well. After you have learned to take yourself with a grain of salt, you will be easier to get along with. Perhaps you will be a lot closer to having the sympathetic, friendly sense of humor that smooths the way in dealing with others on the job.

IV. Find and rectify error in secret, build high successes before multitudes and you shall be called wise.

The surest way to earn hatred is to criticize a man before his co-workers. If you're in charge, take the colleague into a private place, away from others. Ask what's wrong, and the reason (calmly, please). If he is wrong and has a chance to admit it, he will be more likely to do so. It is important for one to recognize one's own errors first if possible. Talk it out and try to decide what is best to be done about the situation, but talk it out privately.

With praise, however, it's different. If a job is well done, tell everyone. The more you tell, the happier and prouder the man will be. Do it quickly. Waiting until tomorrow will take away some of the flavor of success. If you are unable to tell a person personally, tell his friends and associates. You can be sure that a

good word will arrive quickly to his ear.

V. Curse and rant not at the mountain before your path, but cast behind you one by one the little rocks before your feet.

Some people have the idea that being a "boss" is just a matter of giving out orders. Those who do this often wonder why they fail at being "boss." Good work from a group of people requires good will and cooperation. Good bosses learn to lead, not order. They learn this by first finding out where they are going and setting up a goal so everyone else can see where they are going. Everyone likes a boss who isn't afraid to get his cuffs dirty lending a helping hand and who shows an understanding of other's problems. If people you work with do not pitch in to help, take to a quiet corner and look hard at yourself. Self-examination often solves many personnel problems from the "boss" on down.

VI. If the way is difficult, toil you to help your fellow man find an easy footing, and you shall find your own way with ease.

Getting ahead is the ambition of most people. In work, some like to keep their job and their methods of success a mystery to others. To themselves they think, "If no one knows what I do exactly, and if no one knows how I produce such excellent results, I am indispensable, I can't be fired or replaced." However, there is little likelihood of advancement for them if no one is able to replace them.

A clever worker or boss teaches his colleagues everything about his job they are able to learn. This keeps them interested in advancement. Being able to train others attracts favorable attention, and when the chance for advancement arises, there is no reason why you cannot move up, for there will be someone that you yourself have trained to take over your job; and your trainee is going to back you as his boss to the hilt.

VII. From one to one, to one, to multitudes moves as the light at dawn through dark skies, shattering respect and night alike.

In all work there are confidential, "top secret" matters. It is hard for some of us to keep confidential matters to ourselves. No harm is meant, just an overpowering desire to share the news with someone else—in strictest confidence, of course. That person passes it on, in the strictest confidence, of course, to another friend, and soon everyone knows. To avoid trouble, set a habit for yourself. Classify all information, decide whether or not you can pass it on, or if it should be kept confidential. If you cannot decide, ask the source—be sure! Remember, one who is unable to keep his mouth closed is disloyal to all those he works with.

VIII. Coin upon coin is never enough. Only is there enough where there is respect, and more is not enough without respect.

Money is a key word to all of us. We could always find use for a little more if it were available. However, the good "boss" knows that money is not everything in a job. Most of us want more from a job than mere money. We want to know that our work is worthwhile, that we are useful. When we do a good job, we really want appreciation, especially when the job is hard. None of us likes to think of oneself as a cog in a machine. We are individuals doing worthwhile work, finding satisfaction in our work, and getting paid besides.

Here is where the human side of a "boss" can appear. Sure he pays us in coin that satisfies, but a "boss" to be praised, respected and worked for, is one who pays us a little each day from his soul. A kind word, "You did a good job there, Joe," "You do your job better each day, Joe," "How did you think of that improvement, Joe?", is the form of extra pay that holds a man to his job and provides the satisfaction that money alone cannot give.



Unless their salaries are raised, teachers may leave their chosen occupation to seek employment elsewhere

Plenty

by JOHN D. GARWOOD

ON THE AVERAGE, 55,000 elementary and 30,000 high school teachers in the United States leave the teaching profession annually. This is approximately 3 percent of the teachers in each of the two categories. No other profession has as great a turnover as the teaching profession. This is the most important fact in the field of education today.

Other professions lose their members through death and retirement, but only the teaching profession loses its members through occupational change at such a rate. We do not see doctors, lawyers, engineers, plumbers and accountants deciding after a decade of experience and/or five or six years of academic training to abandon their chosen occupation and seek employment in a field foreign to their initial choice.

The reason for this number one problem in education is economic. It is a demand and supply situation. Of those who graduated this past year from our colleges and universities, about 57,000 will actually enter the teaching profession. Yet the elementary schools alone need 100,000 additional teachers to staff their classrooms. On the high school level student enrollments are exceeding all expectations with a concomitant shortage of teachers.

Average salaries too low

Putting it baldly, there is a shortage of teachers because teachers' salaries are too low. In Hays, Kansas, a city situated in a region rich

Dr. Garwood is professor of economics at Fort Hays Kansas State College in Hays, Kansas.

of Teachers—at a Price

Educators and the public must face the economic facts of life when it comes to recruiting teachers. There are more and more college graduates available—but they want better salaries

in wheat and oil, the man with the A.B. degree employed by the local high school may expect to start at a salary of \$3000 per year. After ten years of experience, if during that interval he has achieved the Master's degree, he may expect to receive a yearly stipend of \$4000. Unfortunately for the teaching profession, these salaries are above the average for the nation.

Lead to inadequate solutions

We are being told at the present time that the teacher shortage is here to stay. We are being told by people who should know better that increases in salaries in the teaching profession will not solve the problem. Having listened to these two erroneous assumptions we are then led to solutions involving larger classes, lowered teaching standards, teaching assistants and interns under a sort of super-teacher.

To buttress the idea that the teacher shortage is here to stay, it is pointed out that there is a shortage of doctors, dentists, accountants, engineers and other highly trained people as well as teachers.

It should be noted, however, that entry into schools of medicine and dentistry is restricted, i.e., these schools do not accommodate themselves to the numbers making application for admission. Hence, graduates in these fields are limited.

It should also be pointed out that in the fields such as those noted above, a "bent" in the particular direction is a requisite for successful graduation.

The field of teaching offers a wide choice in the selection of an area for

study. The writer does not regard it as heresy to say that a person need not have a "bent" of the magnitude needed by the prospective dentist, for example, in order to become a successful teacher. The point is, the supply of individuals capable of becoming acceptable teachers is larger than the supply of potential dentists, doctors and engineers.

Further, we do not limit the number who enroll in our teacher-training schools. Entry is relatively free and the academic requirements for completing the work are not marked by extreme difficulty. Few people are unaware of this.

Another point is worthy of note. Between 1900 and 1950 the population of the United States doubled; in the last 20 years the birth rate has shot up 33 percent, hitting 3,900,000 in 1953. If the same percentage of young people go to college in 1970 as at present (about 30 percent) college enrollments will jump 75 percent to 4,219,000. Should the college percentage increase to 40 percent, not an unlikely possibility, enrollments might well soar to over 5 million.

Thus, it would seem that there is an ample supply of people available for teaching careers. In 1949, Seymour Harris, Harvard economist, upset the country's placement officials with his book, *The Market for College Graduates*. His thesis was that we are mass producing college graduates for a world which cannot accommodate such vast quantities of book learning in terms of jobs.

If we may assume that the enrollments in colleges and universities will continue to increase, that Professor

Harris is correct in his analysis of a possible plethora of college-trained people, and if we may also assume the adaptability of people to the teaching field, then, we have the solution to the teacher shortage.

We need to attract competent personnel to do our teaching. Our capitalistic system relies upon price to allocate its resources. If we have too few teachers when the supply of potential teachers is adequate to solve the problem, it would seem evident that we have priced ourselves out of the market by offering too little.

It would seem that we should get out of our heads the idea that the shortage of teachers is here to stay. It is not here to stay unless we as teachers and school executives accept that it is and make our administrative plans accordingly.

Offer competitive wages

We should face up to the fact that teachers' salaries are too low and that higher salaries will bring in adequate numbers to staff our schools. Our economic system works like that. As educators we should take it upon ourselves to acquaint the public with this economic fact of life.

As individual school units, we should not improvise to make the number of teachers "go around." Rather we should point up the shortage and correct it by drawing new teachers through higher prices. Obviously, another system may lose its personnel. It can retain them or gain new ones by offering competitive salaries. This method of attracting resources is practiced everywhere in the economy except in the field of education.

Parents, too, Are People

... insists a PTA mother, who says she is loyal to the schools, whatever they do, but she wishes the educators had a little more respect for her as an individual

by MARGARET H. BACON

LET ME BEGIN by saying that, "Public educators, I am emphatically on your side."

I think the public schools in this country have made enormous strides in the past 25 years, and now offer a form of education far superior, both in method and in content, not only to that of the little red schoolhouse but also to that of many of our private schools of today. I feel strongly that most of the present criticism of the public schools is unjustified and, in fact, irrational—the emotional response of a segment of the public who react to the tensions of modern life with nostalgia for the pre-World War I era, and an urge to find a scapegoat on which to pin their bitterness for its loss.

Loyalty compels criticism

I am committed by my convictions to voting more money to the local schools, no matter how it pinches my pocketbook, and, more happily, to working for closer community-school and teacher-parent relationships. I am, in short, a member of that small band of parents in each school district whom superintendents and principals regard as "loyal."

Because I feel a loyalty to the schools, I hesitate to say anything that can be construed as critical. But

Mrs. Bacon, the mother of three school age children, is active in her community and a regular contributor to *Parents* and other magazines.

also because I am loyal, I feel compelled to point out some major weaknesses in the approach of today's public educators to the parents, and particularly to those parents who are basically in hearty agreement with you, and who could, if you would let them, be major spokesmen for your cause in the community.

For it seems to me that it is when the voices of your friends among the parents become silent that the voices of the hostile minority are heard, and that majority which, in any democratic situation, is not firmly committed to either side begins to listen to all the critical talk.

Educators' attitudes offend

You are, I know, concerned about your public relations. At a recent convention you talked about getting back to the close parent-teacher relations of the little red schoolhouse days as a way to combat misunderstandings and criticism. The idea of a new rapprochement between the two groups is admirable. But it seems to me that it is precisely because you insist upon approaching parents as though the relationship between them and their children's teacher were the same as in the little red schoolhouse days that you are offending and silencing so many of your friends.

In the time of the little red schoolhouse, the teacher was unquestionably the cultural leader of the small community and the proud possessor of an education far superior to that of the parents of her pupils. If when she came to have dinner with Joey's Ma and Pa there was a hint of condescension in her manner it was considered on both sides entirely justifi-

fied. Ma and Pa on their part were not expected to take too great an interest in what went on within the walls of the schoolhouse. If they saw that Joey scrubbed behind the ears every morning, and whipped him roundly for low grades they had done their duty. And if Ma baked a cake for the annual benefit, and Pa chopped wood for the woodbox they were members in good standing of the community around the school, the rudimentary PTA.

The outstanding fact which I feel you are failing to take into account is that today's parents are rather different from Joey's. We know for one thing that they are definitely better educated—the percent of high school and college graduates having risen sharply in the general population. Indeed, in some of our wealthier communities, where the schools have made the greatest strides, and are under the sharpest attack, the average parent may have completed the same number of years of schooling as his child's teacher. And we know, too, that they are concerned about their children and eager to base their child-rearing methods on the best knowledge at their disposal.

Parents expect answers

When the teacher of a modern Joey goes calling on the parents, she is likely to find in the new ranch house up the hill a Vassar graduate who has some serious questions about her son's education. This young woman will only be amused if she is condescended to and cannot be put off by professional gobbledygook. And she wants to play a more real part in the schools than baking a



Too many public educators, the author complains, make no attempt to utilize the talents of the interested parent.

platter of cookies for the Spring Fete. She may not be either aggressive or articulate about it, but she wants the schools to give her a role to play that will utilize her talents, and to respect her as a parent and listen to her constructive criticism.

Choice of roles undesirable

Instead, it is my impression that she finds in too many of our PTA's the choice of two strictly limited roles. She can be a "goodie" defending the school uncritically, serving on panels in order to say "I am a satisfied parent," working for no more profound goal than curtains for the new auditorium. If, as a goodie, she is invited to serve on a curriculum committee or health council she finds that no real contribution is either expected or wanted from her. She is there because she is A Parent, and democracy requires the presence of A Parent in the committee room. Or, if she rebels from this regime she can be a "baddie" classed by the school administration with those whose irrational attack upon the modern schools is deplorable. There is no middle ground.

It seems almost incredible that you

who have emphasized understanding the individual child, uncovering his skills, building group participation upon those skills, and group loyalty upon the participation cannot see the importance of putting the same principles into practice in your approach to parents. Yet when at your conventions or in your professional journals you exhort us to be good, responsible parents you seem to have in mind a Typical or Median Parent, whose qualities you know so little that one feels like going on exhibit at your next gathering as a scientific curiosity. It is not that parents are sensitive souls, dying to be understood; it is simply that no public relations drive will be really successful while you use this approach.

School not sole learning source

These mothers and fathers question whether the schools can expect, in the very limited fraction of each child's time that he spends in the classroom, to be the sole, or even the major source of this education. Remember that in their homes, their neighborhoods, their churches and their community service projects

these parents are trying to guide their children into democratic attitudes and to foster their emotional well-being; and however poorly or badly they may do the job they still feel it is primarily their responsibility. You may supplement and strengthen their efforts, but you cannot take their place. Though you give lip service to this fact, you have not so far convinced parents that your humility is entirely sincere.

Allow parents to be friends

If school people are insecure or jealous of their professional status, the whole community must bear the onus; for we have been as a people ridiculously slow to recognize and reward the highly specialized and vital function of our teachers. The loyal parents, the parents for whom I have presumed to speak, are deeply conscious of this situation and are working in their communities to correct it.

They ask only that by teaching a little humility along with methodology at your training schools, and by taking thought that parents are people, too, you make it easier for your friends to remain your friends.



Lay participation in school affairs aids in the promotion of good school-community relations.

Do Educators Want Laymen's Help?

by ESTHER J. MCKUNE

THE GROWTH OF CITIZENS advisory committees came after World War II, when the needs of the schools and the educational program once more came into sharper focus. These advisory committees were composed of citizens representing various segments of community life. Their chief purpose was to provide an effective two-way avenue of com-

Miss McKune is supervisor of extra-mural instruction at the State Teachers College of the State University of New York, Oneonta.

munication between the school and the school community.

Although there was some hesitancy in bridging the gap which had long existed between educators and laymen, a recognition of the need for united efforts and greater common understanding of problems promoted close cooperation by both groups. Curriculum reorganization, evaluation of instructional materials, revision of salary schedules and expansion of building programs were seriously considered by these citizens' advisory groups. As cooperation in working on these problems has proven necessary and successful

in so many communities, citizens committees have become more numerous.

Long and short term advisory committees

Two types of committees exist. One is the special purpose advisory committee appointed for a limited time and a definite purpose. The other is the continuing advisory committee whose purpose it is to keep the school in close touch with the community and public opinion. The National Citizens Commission for the Public Schools estimates that during 1954 the number of ac-

A Colorado survey finds that the more professional training the schoolman has, the more he favors citizen participation

tive citizen groups in the country increased from 9,000 to 10,000. This growth will probably continue. Laymen, stimulated by sincere interest and a desire to improve the education of their children, are willing and eager to assume their share of the responsibility in the school community program.

Educators plan with aware citizens

Boards of education and school administrators sometimes feel citizen "interference" is not needed if well-trained teachers are hired and other educational needs are adequately met. Nevertheless, the public supports the educational program in a community and should have a voice in the planning and operation of the schools.

As citizens have displayed an increasing awareness of the educational needs in their school community, educators have become more willing to have them participate.

Questionnaire responses favor lay participation

A questionnaire was distributed to summer session students at Colorado State College of Education as part of a survey to determine the attitudes of educators toward lay participation in curriculum revision. The returns, received from 156 students, indicated that the majority were in favor of lay participation in curriculum revision in the public schools. The responses were tabulated on the basis of the amount of formal education each of the 156 students had received (51 were undergraduates, 49 had completed the requirements for a bachelor's degree and 56 had their master's degree), and according to the type of educational position they had held during the school year (92 were classroom teachers, 35 were principals, 11 were superintendents, 11 were college teachers and 7 were supervisors.)

The replies of each group were

tabulated separately and percentages were used to indicate the number of responses to each item on the questionnaire.

Percents tabulated by training and position

The percent of educators who definitely favored lay participation in curriculum revision, compiled according to the amount of training which they had received, was as follows:

- Master's degree: 73.2%
- Bachelor's degree: 65.3%
- Undergraduates: 60.8%

The percent who favored lay participation according to educational position, was:

- College teachers: 90.9%
- Principal: 77.1%
- Classroom teacher: 61.9%
- Supervisor: 57.1%
- Superintendent: 54.5%

Responses to the questionnaire indicated that a mixed group of only twenty educators had experienced working on curriculum revision with laymen. Of these twenty, 80 percent favored lay participation.

Survey limited to curriculum revision

Although this survey was concerned only with the attitudes of educators toward citizen participation in curriculum revision, the figures indicate that professional education and position do influence these attitudes. The steady increase of favorable attitudes shown by those educators who have had additional professional training or actual experience in working with laymen on curriculum revision is interesting. The survey also indicated a marked increase in participation with laymen as the amount of education is increased.

The results might have been different had the question of citizen participation been concerned with a problem other than curriculum revision. The school curriculum and

instructional problems are likely to be considered the responsibility of the professional educator.

Attitudes are changing. Fences are being torn down. The National Citizens Commission recently estimated that not more than one board of education in ten opposes citizen advisory committees in the school community.

Areas of participation subject to consideration

A number of problems exists in the forming and functioning of a citizens advisory committee. The selection of committee members and the areas in which laymen can participate most effectively are subjects worthy of careful consideration by both citizens and educators.

Various practices have been followed in forming citizens advisory committees. Some school administrators have issued a general public invitation to the members of the school community; others have carefully selected a chosen few from whom there would be little opposition to preconceived plans. In some cases citizen groups have been asked to select representatives from their midst whom they felt could satisfactorily communicate their wishes and ideas to educators. These representatives would also have the responsibility of reporting the ideas of educators to the citizen groups. On a few occasions, a self-appointed group of citizens has investigated certain issues regarding the school program.

Unbiased viewpoint necessary for laity

The survey group of summer session students who responded to the questionnaire item regarding criteria for selection of citizens to participate in curriculum revision agreed wholeheartedly that "an unbiased viewpoint" was most necessary. Considered of least importance were the following criteria: a college degree; teacher training background; conservative viewpoints; and being a



Lay people can be particularly helpful in suggesting goals for instruction.



Citizens must be adequately prepared for their role in solving school problems.

church member.

The majority of students agreed that the following criteria were desirable in selecting citizens for participation in curriculum revision: leadership in community activities; liberal point of view; activity in school affairs; business experience; alertness to world affairs; ability to express himself well; children of school age in family; residence in school district for at least two years; sympathy toward school. There did not seem to be any appreciable difference in the opinions of educators toward these criteria regardless of their educational position, professional training or experience with lay participation in curriculum revision.

Prepare laymen for participation

Of the Colorado group, 15 percent felt that lay participation had been of great help in contributing to the success of the project; 60 percent felt that laymen had been of some help; and 25 percent felt that lay participation had been of very little help.

Since responses on the questionnaire indicated that these educators believed a major cause for ineffectiveness on the part of laymen was that they "lacked sufficient understanding of the problem," great care must be taken not only in selecting citizens for participation but also in adequately preparing them for this participation. Laymen must be provided with all the necessary information available in a manner which can be easily understood.

Develop understanding of school problems

Methods frequently followed in developing clearer understanding of school problems are: observation in schools, conference with faculty personnel, study of professional books and school texts, listening to lectures by outstanding educators, enrollment in college or university extension courses and experience in study council groups. Perhaps a combination of these methods would be most satisfactory and result in a group of laymen better qualified to participate

effectively in studying and solving various school community problems. There can be no doubt that public relations are strengthened as common understanding is increased.

Increase in citizen interest since 1945

Citizen participation in the improvement of public education is not new. Parent-teacher associations, mothers' study groups and various types of community organizations have been widely accepted and frequently called upon to help meet specific needs of the school in the past. The rapid growth of citizen advisory committees during the last ten years has resulted in the forming of stronger bonds between the school and the community and a more realistic approach to the problems involved in planning a good educational program.

As laymen and educators have cooperatively approached these problems and arrived at acceptable solutions, attitudes have changed. Educators have become much more willing to accept the fact that the schools are an integral part of the community and as such cannot be isolated from public interest and participation.

Conclusions reflect educators' attitudes

The Colorado State College of Education survey, which reflects many of the attitudes of educators throughout the country toward lay participation, indicates some conclusions:

- The greater the amount of professional training received, the more favorable are the attitudes of educators toward lay participation.

- Professional position has a bearing on the extent to which educators participate with laymen in solving school problems.

- Laymen who are relatively unbiased in viewpoint, alert to world affairs and sympathetic toward the school should be selected as members of a citizens' advisory committee.

- Laymen should be selected by the cooperative efforts of their colleagues and school personnel.

- Laymen may be effective in sug-



The growth of citizens committees has formed stronger school-community bonds.

gesting goals for instruction.

- Laymen may make their most effective contribution to the curriculum through their knowledge of community resources.

- Laymen are most ineffective in their suggestions for teaching methods and knowledge of research on educational problems.

- Great care must be taken to prepare laymen adequately for participation in working on school problems.

- Lay participation in school affairs aids in the promotion of good

school-community relations.

Educators should continue to solicit the suggestions and cooperation of the citizens of the community. They can give valuable advice on meeting current problems of increasing enrollments, lack of facilities, shifting populations, changes in industrial tempo, recruitment of teachers, salary adjustments and curriculum revisions.

United efforts of educators and citizens will thus result in an educational program better suited to the needs of the children.

Annual Report Pictures "The 3 R's and More"

Schools have become big business and can learn some public relations methods from industry. An Ohio superintendent uses a 10-page annual report with action photographs to tell citizens what the schools are doing

by FRED MOORE

ONE OF THE CHIEF phases of the busy school administrator's work today is the establishment of good public relations. An effective device for answering many public questions was brought out last May by Superintendent Henry LaMuth in a pic-

Mr. Moore teaches in Riverside High School, Painesville, Ohio.

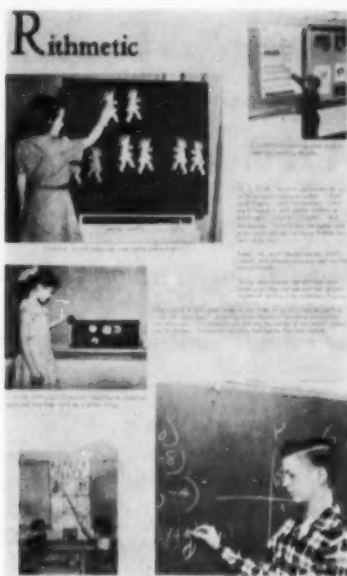
torial report to the people of Painesville Township, a rapidly growing industrial area of northeastern Ohio with a public school enrollment last year of about 2,500.

Using as a theme "The Three R's and More..." this 10-page report of the Board of Education attempts to show pupils at work on the fundamentals—reading, writing and arithmetic, as well as the extras—health, citizenship, music, physical education and industrial arts. Attention is also

called to the special services of today's modern school, such as cafeterias, school doctors and nurses, trained guidance personnel and speech and hearing therapists.

The report devotes only one page to school finances, showing in two easily-understood circle graphs "Where the Money Comes From" and "How the Money is Spent," followed by a brief break-down of the budget for the following year. A bar graph entitled "What's Ahead"





shows enrollments from 1946 and a conservative estimate of the school population in 1960. These graphic presentations quickly and easily show citizens what their responsibility will be in a few years.

Superintendent LaMuth two years ago began experimenting with the idea of a report from himself and the Board of Education. Using the school newspaper's method of printing with plastic cuts for pictures, he found that the cost of \$60 per page was

too high. In addition, written copy somehow lacked the spark which Mr. LaMuth desired.

The second issue was improved, with more pictures to illustrate the articles. However, it is agreed that this year's edition, for which costs have been reduced to \$35 per page, is the most vitalized, most interesting of the three annual reports of the Board of Education.

When this report came out as the final issue of the school newspaper,

the *Riverside Log*, about 3,000 copies were distributed through the elementary and high school pupils to parents and citizens of Painesville Township.

Our schools have become big business. It is felt that many phases of the work of these schools is presented in this report in a manner which is interesting, attractive and effective in its purpose. That, of course, is our task if we are to win the continued support of our employers, the public.

Illustrations from Painesville's report, "The 3 R's and More"



Introducing the New School

When a large high school is built, what steps can the administrator take to make the relationship among new teachers, students and parents as smooth and effective as the physical plant?

by WILLIAM PLUTTE

FAR TOO OFTEN WE, in education, neglect one of our most important missions—developing and maintaining high personal-personnel relations.

The new De Anza high school in El Sobrante, California, met this problem when members of the administrative staff were selected early in 1955.

Selecting furniture, equipment, supplies; perspiring with the plasterers, carpenters, metal workers; meeting with consultants, supervisors and specialists; filling in forms, making new forms, filing forms—all these tasks require hours of worry and work. Certainly no one would be surprised if the problem of personal-personnel relations should be relegated to the bottom of the list of "must-do's."

However, we all felt that with a brand-new school, with all the most modern conveniences, representing years of planning and labor, we ought to devote a fraction of that time to building a personnel relationship that would complement the immensity of the physical plant.

Our purpose was to develop a rapport among parents, students and teachers. This objective was more readily stated than achieved.

We recognized that each of these groups would require a phase of orientation and an opportunity to ex-

press their thoughts and desires.

As teachers were selected to fit the various positions, they were urged to acquaint themselves with the administrative staff and discuss personal and professional problems. Their particular teaching aspirations were noted and kept available for programming time. Most important, it was stated emphatically that each was a part of the whole group and recommended to participate in the school planning as much as possible. Various department members were asked to study departmental budget requests and offer suggestions. Overall school planning was open for questions and study.

When a majority of the teachers had been selected, a "coffee meeting" was held. After a brief statement of aims by the principal, the time was used to allow new faculty members

secure a copy and begin correlating names with faces. The youngsters who would be attending the new school and their parents would feel



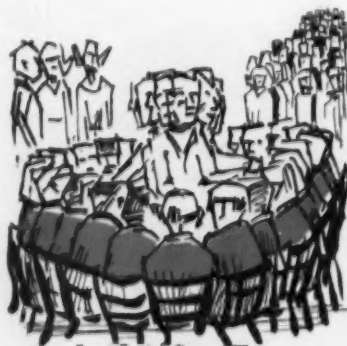
that no longer was De Anza merely a name; it referred to something that had real people as a part of it.

Next, a briefing meeting for department chairmen was held, where they could pose their questions and begin departmental ground work.

The final meeting was a business gathering at the new school, where a discussion of general policies permitted individual questions to be voiced. Each teacher was toured through the school, presented to his individual classroom and asked to visit as often as possible to plan for the new school year.

Phase 1—the teacher—was thus temporarily completed.

Phase 2—the student—posed a special problem. The youngsters were coming from three different schools with a variety of curricula and activities that prevented unity. To wait until school opened could lead to chaos, so a program of orientation



the opportunity to meet other teachers and discuss the new school in an informal manner.

Staff members were happy to hear numerous questions about the next meeting from the departing teachers. A group picture was taken for the local newspaper. Each teacher could

Mr. Plutte is principal of the De Anza High School in Richmond, California. The accompanying sketches were drawn by the author.

was devised for the months preceding summer vacation.

Introductions informal

The administrative staff and counselors visited the schools and held informal introductory discussions. Youngsters were encouraged to question on all phases of the new school and offer comments relative to student activities.

After these informal meetings the counselors returned to discuss student programs. Student program requests were taken home and made up with the help of parents. Where ability ratings conflicted with desired curriculum offering, there were individual counseling conferences.

With subject programming completed, the next step was to initiate student interest in De Anza as citizens. Student polls were taken, and the prime concern was the type of student government to be planned. The youngsters were asked to think out their own objectives and begin planning.

Finally, teachers in their current schools requested assistance in activity planning, on which the youngsters were asking for aid.

A meeting was held, with elected representatives from the youngsters' social studies classes, and the student government program was initiated. A chairman and secretary pro-tem were elected and study committees designated.

The findings of the various committees were discussed at the council meetings, and all findings were carefully reported in the *De Anza Breeze*, a temporary school paper for the new students. All summaries, when fully discussed, were tabled, to be re-examined in the fall and voted upon by the entire student body.



In addition to these studies, orientation days were designated for the last week of the school vacation, when all students would visit the campus and tour the school. Information relative to the individual's program, along with school policies, were to be discussed.

Students, parents involved

It was gratifying to see that the students were associating themselves as a part of De Anza, not merely thinking in terms of going to a new school.

Then, there were the parents, who are too often the forgotten people, except at bond-election time. There

was little doubt they had an interest in the school, as attested by numerous phone calls. To give them the picture of the school, two media were used: discussions at various organization and club meetings, and newspaper publicity, describing the progress of the school. Of course, a great deal of information was transmitted home by the children themselves.

The public interest was so keen that a committee of parents was formed before the completion of the plant to expedite the construction of a swimming pool for educational and recreational purposes. In addition, scores of adults became interested in studying a proposed adult education program. They, too, were associating themselves with the new school.

Teachers and parents talk

After the scattered informational meeting, there was an all-parent general meeting during the last week of summer vacation. A short informational program, to be followed by a tour of the school and individual discussions with teachers, was planned for the evening.

The administrative staff felt that the entire program, though extensive and exhausting, was worth the effort. We felt that all personnel concerned could refer to "our school."

How well it worked would be answered at the end of the first school year.



Citizens were acquainted with this school before it opened.



Teachers met informally before new assignments began.

How to Keep Your Building Costs Down

Planning to build a new school? Then examine this check-list for pointers on cutting costs and avoiding false economies

by CHARLES F. RITCH, Jr.
and WARREN G. HILL

IN COMPARISON WITH other types of building, school construction is not costly. Ray Hamon, Chief of the School Housing Section of the U.S. Office of Education, stated last April that the building cost index has tripled in the last 20 years, but that the cost per classroom has only doubled during that same period. He added that during this time many supplementary services have been added in our schools and that we are using larger classrooms.

While this is a comforting statistic, many towns and cities will derive little solace from it. Face to face with the reality of building needed schools on an out-moded and impractical tax base, they are seeking any measure that will cut school building costs without decimating the educational program. Such measures are becoming evident as a result of the current school building boom and can effect economies in schools that are yet to be built.

School building committees, struggling with the task of extracting the most building out of each tax dollar, should beware of false economies. These are the measures that are quickly thought of, easily ac-

complished, and later regretted. Cut the educational program—eliminate industrial arts, or homemaking, or vocational agriculture or instrumental music. Cut services—eliminate the library, the health unit, the cafeteria and the auditorium, or build under-sized classrooms. Cut



equipment or facilities; buy no new equipment; eliminate hard-surfaced walks, drives and play areas; get along without seeding, grading and landscaping; leave out the piano, the dishwasher, the floor machine, the venetian blinds. Take these measures and reconsider at your leisure, remembering talents that were never developed, habits that were never corrected, learnings that never occurred, and the sand ground into the floors.

Real economies occur as the result of time-consuming, long-range thinking. Each may be small, but added together, they constitute savings that are substantial. The aver-

age total cost per pupil for schools under construction in Connecticut dropped from \$1,473.34 in 1953 to \$1,274.07 in 1954 for elementary schools, and from \$1,864.66 to \$1,460.08 in the same period for secondary schools. We believe that a good portion of this reduction can be attributed to the following factors, singly and in combination.

- Exercise proper planning:

Nothing can be more expensive than a raft of change orders. School buildings should be planned well in advance of actual need and everyone concerned should share in the planning—the school staff, the town officials, lay people, professional specialists. Stitches in time save more



than nine; they save money.

- Determine as exactly as possible what will be offered in the school:

If you know what is to be taught, and what services are to be offered, and to how many children, there is little excuse for the over-sized library, the over-equipped kitchen or the planning room that nobody plans in. Make up your mind, too, whether or not this particular school will ever be expanded or if you are building

Mr. Ritch is chief of the Bureau of Field Services and Mr. Hill is consultant on school buildings in the Connecticut State Department of Education. The drawings are by Paul V. Tedeschi, assistant professor of art at New Haven, Connecticut, State Teachers College.

it as a "neighborhood" school.

- Figure educational space requirements closely:

Space costs money. Determine the size of classrooms in terms of what will go on in them. Plan areas that serve more than one purpose. Check out-of-doors areas for costly development and costly upkeep. Do you really need a separate art room in your particular K-6 school? Must there be a separate room for cleaning hand instruments in your secondary school?

- Look carefully at the need for items of equipment:

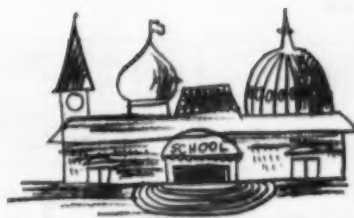
A school should provide whatever equipment a teacher needs to carry on the instructional program. Building committees and school authorities should take a long look at such things as fireplaces in kindergartens, two-way telephones and public address systems in small schools, elaborate ventilating systems, custom cabinet work, grandiose dental and health equipment. They should ask these questions: Exactly what purpose does this serve? Is it necessary? Can a less-costly installation serve the same purpose? Consideration should also be given to movable dual-purpose furniture such as bookshelves, wardrobes, and counters.

- Build on a desirable site:

Too many schools are built on "free" land that turns out to be very costly. Thousands of dollars are sunk in sites that are not easy to develop or that have poor sub-soil conditions, which could have been easily detected if test borings were made prior to purchase. Investigate and you may find that it is much less expensive to buy land that is central to population needs and is near public utilities. Leaching beds that have to be dug up and replaced every few years can be costly.

- Strive for efficient building design:

The cost of a building with an elaborate, cut-up silhouette is certainly greater than that of a building with simple straight lines. Buildings that use heavy structural beams when lighter ones would suffice create an unnecessary expenditure. Stairwells that are not at the ends of buildings



and at right angles to corridors are apt to be costly in both space and money. Try to find answers to questions such as these before the final stamp of approval is placed on your building plans: Are the rooms the most efficient shape? Could the ceilings be lower and still allow proper ventilation? Could the lobby be smaller and still serve its purpose? Have we placed everything in the most advantageous position?

- Investigate recent advances in construction:

Ask your architect to find out, before he finalizes his plans, what the savings would be if he adopted any of the following techniques that he may not already be using: modular construction, lift-slab construction, curtain walls, multiple-use materials and pre-fabrication of standard units. Check where these methods have been used and determine whether or not their adoption would be practical or beneficial. Encourage, also, construction that will keep the number of tradesmen on the job to a minimum. It costs less to build in the shop than it does on the job.

- Adopt efficient bidding procedures:

There are several things concerned with bidding that affect the cost of school buildings. Contractors are most in demand in the spring, so try to have your bidding done at a later time when they are more anxious to get work. Bid two or more projects, if you have them, both individually and as one—you are apt to get a better contract price, and you may save money on architect's fees. Get as many bidders as you can, competition will bring the price down. Arrange to keep the number of sub-contractors to a minimum, too, and you will eliminate further cost.

- Sell your bond issue advantageously:

When you have something to sell, use your best salesmanship. Make sure that the assets of your town are publicized broadly. Give ample latitude to your banking agent in order that he may select the most advantageous time to sell your bonds—a time when competition is least. Consider short-term borrowing during the initial stages of your construction as it usually permits a clear definition of the exact amount of bond issue necessary. Borrow money for as short a term as is practical—if your town can pay for a school handily in ten years, why use twenty?

- Utilize the experience of school building committees:

Nothing is more wasteful than disbanding a building committee after each school is built. Continuing school building committees with overlapping terms brings to the group the benefit of experience, the lack of which can be costly.

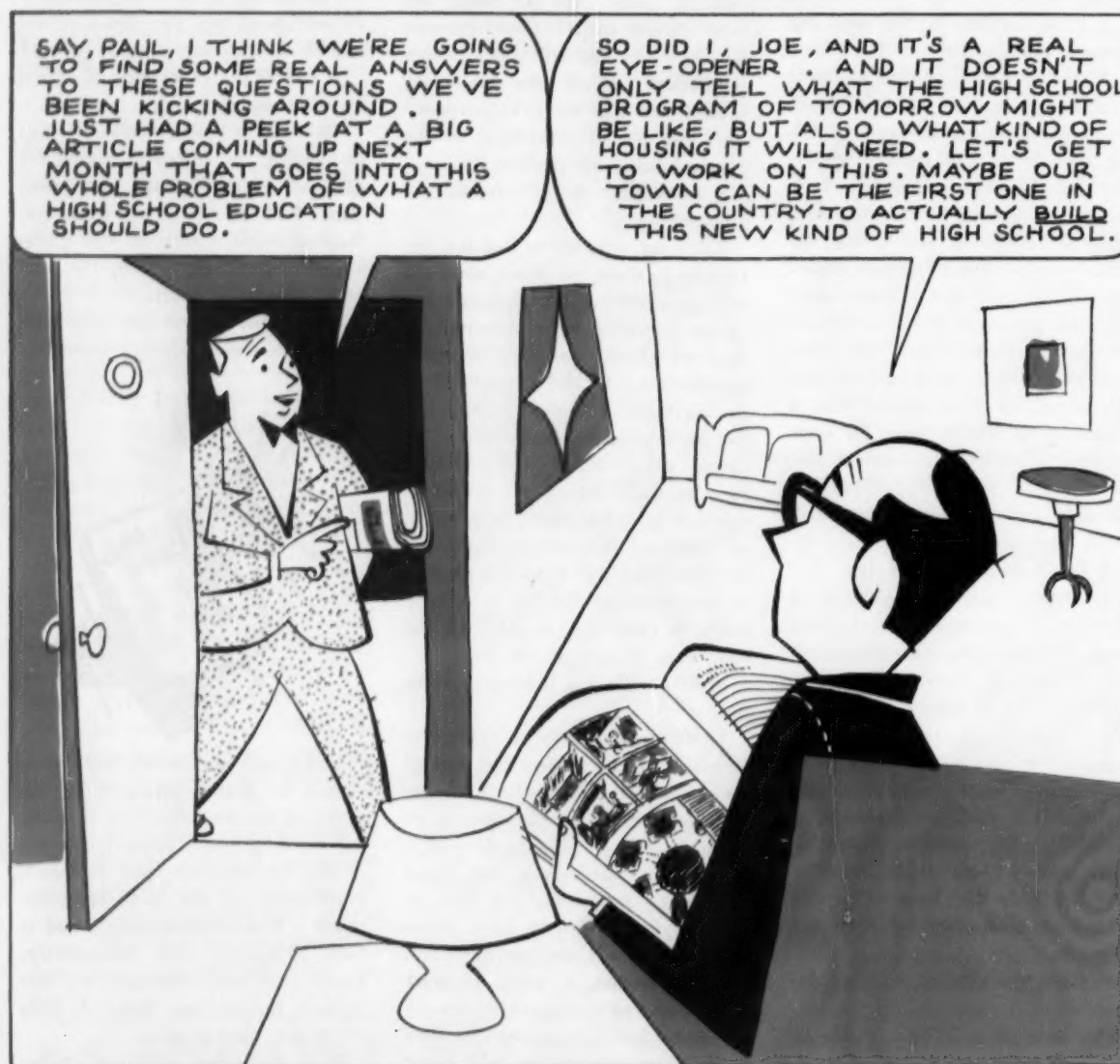
- Seek the modernization of state and local school building codes:



Codes, and particularly fire codes, should be geared primarily to the safety of the occupants of a building and not to property protection. Some of the requirements now in effect, particularly on the local level, demand a type of construction that is both expensive and unnecessary. Check your local codes and the machinery for revising them. A little effort may save a great deal.

Many fine school buildings are being erected today. Careful planning might permit your town to build equally fine schools at comparatively low rates. Economy in school construction can contribute to solving the school problem.

PAUL AND JOE TALK SCHOOLS



The March issue will present a history-making proposal for the secondary school of the future. The story will be told in an illustrated portfolio prepared by an outstanding school administrator and one of the nation's top architects.

Educational Planning of the School Plant

Who is involved in educational planning of new school buildings? Is such planning of any value? Does it take time? One thousand school superintendents from all areas of the United States who in 1954 were involved in building new schools were asked these questions in a recent survey conducted by **The School Executive** research department.

Findings indicate that where educational planning is practiced, many different people and groups are involved. In more than 90 percent of all cases, superintendents, architects, school board members and principals were reported as participants in planning. Others participating less frequently include teachers, citizens committees, outside educational consultants and pupils.

The survey showed that the majority of superintendents believe educational planning of new school buildings to be "most valuable." Ninety-eight percent of those reporting from the South indicated this fact; the average for the United States being 94 percent. Not one superintendent reported "little value" in educational planning.

Educational planning of new school buildings takes varying amounts of time. The median time required for planning elementary schools is approximately six to eight months; for high schools, approximately one year. The survey showed that more than one year was spent in educational planning by 36 percent of those reporting, and from six to twelve months was spent by 35 percent. Only 2 percent reported spending less than one month in planning for new school buildings.

In general, superintendents indicated that more time should be spent on educational planning. Approximately 50 percent indicated that a minimum of one year should be devoted to planning.

Because of the importance and interest in this subject, your editors requested a detailed report on planning activities in six school systems. The reports which follow clearly indicate the significance and value of planning activities.

examination of the functions must precede the planning

by MERLE LANDERHOLM

IT WAS FOUR O'CLOCK at the Bellevue Junior High School and meeting time again. Mr. Burns was one of the teachers who had been asked to meet with other teachers to talk about new schools.

"But we've been through this before," he murmured to himself. He glanced at the new room about him. "Only eight months ago we completed this building . . . They shoulda' kept a copy of the blueprints!"

The meeting was in progress as he entered the room. He knew he reflected the tired glances that greeted him. It was another one of *those* meetings; but then he began to hear: "... in our hands we hold tens of thousands of lives, immeasurable time and millions of dollars."

The group began to sense the immensity of the moment. The facts were here. Fifteen new schools will be needed by 1961. Nearly three times as many children will be expected before five years have passed. And tonight the group would begin planning another million-dollar junior high school. Even though a junior high school had just been completed, it was evident that changing times required changing plans.

Mr. Landerholm is vice principal of the Bellevue, Washington, Junior High School. He was assisted in the preparation of this article by Roy Patrick Wahle, director of guidance and curriculum in the Bellevue School District.

The group remembered too, the reputation that Bellevue enjoys as a community which plans together.

Bellevue has learned that planning is never completed. The idea that planning is never completed will assist in relieving the pressure imposed by time. Although a single building construction project must get under way within certain time limitations, it is evident that the development of a structure is not the completion of any particular educational planning program.

The building must be ready when the children need it. The thoughts of double shifting, crowded classrooms and curtailed curriculum force educators to develop rigid schedules for project completions.

Blueprints for a building must be completed to insure the soundness of mechanical relationships, but educational planning transcends the construction of any building.

Bellevue has learned that competent patrons and educators should plan together. Competent patrons should be included in the planning program at the time most appropriate to their potentialities. This means that certain citizens will be included at the inception of a given planning project and others will be invited to participate as planning progresses.

The pressures of rapid population growth and insufficient funds for capital outlay purposes helped to force the Bellevue community to seek a plan of action.

A comprehensive study of the educational needs of the community was developed by educators and citizens

Courtesy Eugene, Ore., Public Schools



"Planners must think first of children and then about mortar and stone."



Courtesy LaCrosse, Wisc., Public Schools

"The building must be ready when the children need it."

because the people of the community realized that unguided growth could be a nightmare.

The first citizens' school advisory council formed in the state of Washington was established at Bellevue. The theory of the involvement of patrons, pupils, educators and others has been basic to the thinking of all of Bellevue's educational planning.

Included among the groups which participated in Bellevue's planning were the County Planning Commission, the local Chamber of Commerce, PTAS, community clubs and other individuals and agencies interested in the education of youth.

The process of group thinking has been fundamental to Bellevue's planning. This has been true, whether it has been the primary consideration given to the improvement of instruction, or to the secondary concerns of financial or building projects.

Bellevue has learned that the continuance of group effort is dependent upon the leader's respect for group decisions. The concern for the entire program of educational planning should transcend the personal desires of a leader on any given project. Possible contradictions between a leader's thinking and the thinking of members of a group can result in opportunities for demonstrations of a leader's respect for group decisions.

Recently a faculty group helped plan a new building. The administration advanced a challenging plan for the development of new instructional areas, while the faculty proposed a duplication of existing facilities with which they were familiar. After much discussion the thinking of the faculty group prevailed.

If the administration had insisted upon an adoption of its point of view alone, group contributions would have been squelched, not only for this particular project, but for the many anticipated curriculum and future building projects as well.

The harmonizing of a leader's thoughts about a specific

project, with the thoughts of all concerned, is necessary for the realization of the greater value of continued group involvement.

Bellevue has learned that an examination of the functions which would determine the form and use of any school building must precede the planning of the structure. The determination of functions is a group consideration for educators and laymen alike, which they will derive from their educational philosophy.

The evaluation of current educational efforts and activities with children, along with a cognizance of curriculum trends, will provide bases for ideas concerning the functions which a new building is to serve. Previous experience and community use of comparable structures will give additional information with which to help develop concepts about functions. A deeper understanding concerning functions will be developed by the architect if he is brought into the planning during its earliest stages.

Bellevue has learned about educational planning. The awareness of the need for educational planning has helped Bellevue develop safeguards against certain pitfalls:

1. The concept that planning is continuous alleviates the pressures imposed by time.
2. The educator has a responsibility to involve laymen in educational planning.
3. The educational leader must be more concerned with the effectiveness of total group planning than with the outcomes related to specific details at a particular time.
4. Educational planners must think first of children and then about mortar and stone.

Bellevue believes that the educator carries the burden for good educational planning. His success will depend upon his ability to draw from the community an expression of the special needs of that community.

ease the burden on the staff and release the leadership

by BRUCE MILLER

Educational planning can be likened to that old bro-mide attributed to Mark Twain concerning the weather—everybody talks about it but nobody does anything about it.

Most school administrators know in their own minds that sound educational planning should take place, but how many of us today are really doing something about it? In an era when educational trends are changing by leaps and bounds and when population growths are adding to school problems it behooves the school administrator not only to recognize his responsibility for producing an effective educational program but to recognize his obligation to interpret it successfully to the community.

Mr. Miller is superintendent of the Riverside, California, City Schools.



The administrator's concern must not be limited to providing for physical needs alone. It is obvious, even if trite, that the importance of sound planning throughout all operations and functions of the school system must be constantly stressed.

Riverside, California, like many other cities of our country, is blessed with a Board of Education which believes that one of its primary responsibilities lies in this field. Together with the superintendent and his staff, bolstered by the counsel of citizens groups throughout the community, we are attempting to develop a sound concept of planning to include all phases of the educational program. The Board knows, however, in planning with the superintendent, that his voice is not a single one. It is a voice representing at times the six members of the superintendent's council and often the combined reactions of a total staff of 1,000 members.

Developing an education framework is not a job that can be accomplished in a short time. Democratic bodies are slow moving bodies, and one of our great concerns lies in the training of men and women to insure educational leadership. On the other hand, we are becoming more and more aware of the great potential which is the community itself.

Let me take you back a few years to see what has happened in Riverside. Four years ago, as a newcomer to the city from a neighboring town, I was impressed by the fact that the school system was operating with a high degree of efficiency. Individual schools were good schools, well administered.

A period of almost frantic growth had set in, however, and I was more than ever impressed by the way in which an able Board of Education faced what appeared to be almost insurmountable expansion problems.

First of all the Board wanted to free administrators from petty details so that they might devote more attention to major issues. Under the existing system decisions concerning policy and planning were left largely to the superintendent and the Board. Decisions were handed down to subordinate school executives who readily accepted them and put them into operation.

This made for a definitely centralized administration beset by more and more pressures as demands increased. This the Board sensed and faced squarely. For an entire year the Board and the superintendent met together periodically at afternoon and evening sessions, to think

through a program of reorganization that might cope with what lay ahead.

While we were attacking this job we also were reviewing, discussing and editing an administrative policies manual which is a story in itself.

One of the most important outgrowths of this series of meetings was the feeling that within the total group of administrators was a great potential for leadership and planning which, for the most part, had been untapped.

It was agreed that if these administrators were to be most productively used in an educational leadership role it would be necessary to ease their burden of minutia which was besetting them.

The three following examples show the type of thing which was hindering our people from doing the bigger job:

1. An inadequate secretarial staff. With added growth problems and resultant responsibilities, our principals were fast becoming high priced clerks.

2. The need for labor-saving devices to clear up and speed the requisitioning and purchase of supplies. Principals were even charged with the responsibility for tracing down vendors for purchasing of items not on standard supply lists.

3. Confusion in channels of operation. Much time and motion was wasted in phoning to the staff for request for various clarifications of policy, types of permission, etc.

Through a process of group action and a lot of hard work by the principals, directors and consultants these operational problems were recognized and began to work themselves out. The members of the group felt a great willingness to put in this additional amount of time and effort over and above their heavy loads, for in their hearts most of them had strong convictions of the leadership role which was urgently needed.

Plannings centered on curriculum, program

The next step seemed a logical one—inasmuch as the various problems relating to the mechanics of operating a school were being met, the move was started in the direction of giving administrators the help needed in curriculum planning, program interpreting and other phases of leadership.

The need presented itself in taking a look at our entire fourth grade curriculum which many of us felt was long past due for revision. Accordingly invitations were sent to all fourth grade teachers, all elementary principals and consultants to meet with Lorraine Sherer, former director of elementary education of the Los Angeles County Schools and at present, professor of education at UCLA.

It is not important here to relate the detail which came from this series of meetings lasting over a year and which are continuing into other grade studies. It is important, however, to note that out of this came techniques, evaluations and suggestions on educational planning benefiting both teachers and principals. Vistas



were opened that had never been opened before. The elementary principals saw that participation in cooperative planning could and should be one of their most responsible tasks.

On the secondary level our most immediate need seemed to be centered around a total guidance program operating under a general framework of policy, but again giving each principal as much latitude as possible to plan, organize and direct the guidance program in his own school. In meeting with a steering committee to talk about this overall need we began to realize the importance of setting aside a five- or six-week period in the summer when our people would be free from all school pressures and could devote their time to nothing but the planning of a guidance program.

As it worked out 52 secondary administrators, consultants and teachers, under the sponsorship of the University of Redlands, met as a seminar group in one of our schools this past summer. Half the tuition costs were defrayed by our Board of Education. Carl C. Cress, Riverside's assistant superintendent in charge of instruction, was the seminar leader.

Members of the workshop discussed the philosophy of the Riverside secondary school guidance program in all of its aspects. A greater understanding of the roles of all persons in relation to the guidance area resulted from these discussions.

The workshop was divided into smaller groups to consider more specific problems within an interest field of



their own choosing. These are some examples of planning done by these groups:

1. Development of a teachers' manual of junior high school guidance films to be used in home rooms.
2. Development of a curriculum guide for junior high school industrial arts.
3. Development of a tentative plan for a guidance program at the high school now under construction.
4. Revision of a junior high school guidance program as a result of a necessary change from regular to staggered school periods.

Teachers and administrators working and planning together upon problems of mutual concern in an informal workshop atmosphere resulted in a definite boost in morale as well as concrete achievement. A general reaction of members to the workshop was that it was the most inspiring and helpful summer school program they had ever attended.

Thus far nothing has been mentioned specifically in this article concerning the need for sound planning of the school plant. We have discovered that the educational value of our schoolhouses is in direct ratio with the time and effort spent in giving our architects a clear concept of how we plan to use these spaces.

Establish philosophy of education for school with staff, citizens, board

Our big project during the past three years has been in the planning and construction of a second senior high school. Even before a site was purchased every attempt was made through democratic action of secondary personnel, citizens groups and Board members to discover what our basic philosophy was concerning this new school. Long discussions were held with our City Manager and Council concerning the possibility and advisability of cooperative park and recreational areas. Almost at the very start, space-adequacy surveys as well as a study of land uses made it mandatory for us to acquire no less than 40 acres of ground, and preferably

60 acres. No one has ever regretted the fact that 60 acres were finally purchased.

In the hundred-and-one planning sessions, subsequent to the mandate of our people when this program was financed, we fashioned certain objectives as a result of our thinking:

1. We wanted a warm friendly atmosphere throughout the school plant.
2. We wanted many areas on the campus where boys and girls could discuss their problems with one another, regardless of the size of the group.
3. We wanted growth flexibility with advanced planning.
4. We wanted to review all spaces making certain that the students were being served as well as space fitted to subject matter areas.
5. We gave great consideration to land uses, particularly in accordance with the philosophy in Southern California that learning can take place out of doors as well as indoors, many times more effectively.

6. Certain spaces which have tended to follow a traditional pattern for so many years, such as the library, the cafeteria, auditoriums, etc., were perhaps reviewed more than other units. (The cafeteria, incidentally, will be totally new in concept. No longer will we use the traditional line-up, but a "scramble" system instead which will afford faster service but slower eating than before.)

Terminate one project, start again with teamwork, friendly relationships

Those who have never gone through such a complete cycle of educational planning as we have experienced in Riverside—from the time we first knew we were going to have a second high school until the day in late October when we opened bids for a \$3 million plant—have missed the thrill that comes in seeing the culmination of the work which has taken place. They have missed the satisfaction of knowing that a tremendous task has been accomplished through teamwork and friendly association of members of the Board of Education, the staff, the architects and many others.

Rarely does a school system achieve in full measure what it sets out to do no matter how lofty ideals may be. In the evaluation of our own program it seems wise to point out certain pitfalls and safeguards. There were many to be sure, but the following might give the reader some indication of the types of objectives we are attempting to reach.

1. We are making every effort to discover many ways to help boys and girls, not just *the* way.
2. Calling together a group to discuss a problem does not necessarily mean cooperative planning.
3. Group discussion of educational planning must be comfortable if it is to be profitable.
4. The one who is leading must be able to see the road ahead or it will be the blind leading the blind.
5. Administrators must be able to translate a framework policy to an action policy.

6. Don't bite off more than you can chew. Better plan well one segment of one program than attempt many things with poor results.

7. Start as early as possible to train your leaders.

8. The channels through which a school system functions must be kept fluid at all times.

Unfortunately in one sense, yet happily in another,

there can be no end to planning. With the completion of one project there must follow a re-appraisal, a second wind and a beginning anew.

Without a willingness to forge ahead, to rectify mistakes rather than to cry over them, and without a sustaining joy in accomplishment that many have shared no administrator is worthy of the title.

Educational Planning

invite laymen's help, but first lay the groundwork

by S. P. MARLAND, Jr.

THOSE OF US who would lead our communities toward improvement of the education program face a paradox that is sometimes our undoing.

We are engaged by our society to execute its educational wishes. Society (the community, the board of education, the parents) decides what it wants its children to learn, and tells us to arrange for the learning to take place. It would be presumptuous of us as agents of a free society to tell that society what it should have us, its servants, do. On the other hand, we have our own convictions about education and the pursuit of truth; we have the right and obligation to stand and be counted for what we believe, whether the community concurs or not.

The paradox then, is this: If we teachers presume through educational planning to conceive the aspirations of society by asserting what we believe to be society's goals we violate the fundamental right of self-determination among free men. On the other hand, if we submit meekly to whatever the current vagaries of society may suggest, we deny the dignity of the teacher.

Where does the ultimate power lie? As in most great issues there is no absolute conclusion. There is a sensitive joining of the powers of the educational leader with the powers of society, each performing that part of the task for which it is best fitted. The educational leader may at any given instant be the school executive, or he may be a brand new teacher with a vision. "Society" may be our organized citizens committee, the board of education, a group of interested laymen, or even a single individual representing a point of view.

To speak glibly of "joining the powers" is one thing—to execute it successfully is another. Success hinges on the sensitivity of the superintendent to the rights

of society and the dignity of the school faculty.

A few years ago a chairman of a course of study committee was asked by the superintendent of schools to consider means by which laymen could be brought into the committee's membership. The chairman's reply left no uncertainty as to his estimate of his role: "When I need laymen to tell me how to develop a mathematics curriculum, I will choose a different livelihood."

We have welcomed the help of citizens committees in our salary studies, our building programs, our transportation investigations, our lunch programs, our insurance schedules. We have found that our ends were more effectively achieved and their acceptance more widespread because of the clear voice of the informed citizen telling the story of the schools.

There are at least two obstacles to bringing the lay citizen into educational planning: the proud teacher who "doesn't need laymen to tell him how to teach," and the reluctant citizen who "doesn't know anything about reading, so how can I be of any use?"

Confidence, appreciation from conference to bridge tables

Both of these people are partly right. But they can be brought together successfully for the ultimate good of the teaching profession, and for the good of children. The gain for the teaching profession arises from the sense of confidence, understanding and appreciation that flows from the curriculum conference table to bridge table. The gain for children arises from the application of newer and better educational processes introduced by the faculty with firmness, composure and confidence.

We have found one technique of educational planning that has served to bring citizens and teachers together successfully. After a number of fumbles, we have decided that before laymen are invited to participate in such a complex task as course-of-study development, a considerable amount of preliminary groundwork should be ac-

Dr. Marland is superintendent of schools in Darien, Connecticut.

complished by the staff. We have found that a committee consisting of eight teachers and eight laymen addressing themselves, for example, to a social studies revision, grades kindergarten through twelve, could spin their frustrated wheels over unimportant semantics for a year. We have found that teachers could not find agreement among themselves, even on basic concepts. We have found, most disturbing of all, that citizens lost respect for teachers.

Start study without laymen

This latter condition does not arise from any mistrust of the individual teacher's ability, but is the typical reaction of a business man who cannot understand why a group of teachers could not quickly and efficiently catalog their educational goals much as a stock inventory or a fiscal statement.

We start course-of-study development without laymen initially. We turn the committee loose to resolve its differences in council for what may be a year or more of study and debate. We develop a loose draft of the objectives, the units of work, the suggested techniques, the materials of instruction. We arrive at agreement on the meaning of terms. Throughout this period, however,

the committee acknowledges fully that the work it is doing is groundwork—pick and shovel work—preliminary, tentative planning, for ultimate unified study, modification and adoption by the joint efforts of lay citizens working in concert with them.

When the draft has been formulated—still in rough form, and still requiring flesh for the bones, the lay citizens are invited to join up. At that time a permanent advisory body of laymen is asked to name the appropriate number of lay citizens to work with the committee. These citizens are then invited by the superintendent of schools to meet on such and such a day with the faculty committee. Their duties are briefly stated in the letter . . . “to work with a committee of the faculty which has developed a preliminary study” . . . “to represent the community at large in examining the objectives and methods proposed” . . . “to submit jointly with the faculty to the Board of Education a recommended course of study in mathematics . . .”

Board welcomes constructive counsel

While the board of education is the legal and moral agent of society, its members cannot hope to engage realistically in the detailed work of educational planning on all fronts, in addition to their many other duties. Further, conscientious board members will welcome the constructive counsel of all citizens.

The lay members meet with the committee, and are given a thorough briefing on what has gone before. The tentative course of study is analyzed over a period of weeks or months, with requests for special consideration by laymen at appropriate spots. The rough draft serves as a tangible focus for lay effort; it gets the project off the ground. The literature of the subject, in the form of pamphlets, journals and definitive works is made available to the laymen, with annotated suggestions attached to expedite lay homework. Textbooks, films and other materials of instruction are reviewed and adopted.

Staff and laity work out final program

There must be a willingness in the lay group to listen attentively to what the teachers have developed and why. There must be a willingness in the staff to accept suggestions, clarifications and modifications of their tentative findings. The process is slow. It has worked well. The basic issues of a modern education program, once clearly understood and accepted by competent teachers, can be successfully transmitted with equal acceptance and understanding to laymen. The goodness that comes from this lies in the fact that the finished product is not a document of mystery nor is its application in the classroom a subject of controversy. Its title page bears the names of familiar citizens alongside the names of respected teachers.

About five years ago we took a deep breath and launched a study of sex education. We knew of the many pitfalls, pratfalls and potfalls of trouble that could follow. First the committee of teachers worked for a year—guidance counselors, physical education teachers, nurses and biology teachers. The superintendent of



Courtesy Chicago Public Schools

schools conferred periodically with interested laymen of the community to inform them of the work going on. Members of the clergy, physicians, the Board of Education and parents organizations were kept informally advised and were assured that if anything came of the faculty study a number of lay citizens would have a hand in its final development.

The faculty produced a worthy tentative statement. A representative group of citizens came together with them for two months to wrap up the plan. It was adopted

forthwith by the Board of Education without change. The children are receiving, without ostentation, a needed program of instruction in grades six through nine. The teachers are performing their important task without anxiety or fear of dispute.

They are doing what they believe they should do; they are doing what society and the community wants them to do; they helped society "conceive its aspirations" and are thoughtfully and sensitively "executing society's wishes."

Educational Planning

projected scheduling will help win community support

by G. B. WADZECK

THE ROLE OF THE SCHOOL administrator is a role of research and long-term planning and of providing the public with the facts as to the actual needs of the public schools. We do not mean planning for bond issues alone, or for school buildings, or for the budget, but a general overall-planned program projected five to ten years ahead for each school system.

This article will deal briefly with several small areas and hints of planned programs in these various areas.

What are our school building needs? This is a question that is asked by many people. Yet, there are many educators who have very little information on what their actual needs are. It is not uncommon to read or hear an educator's statement that a certain number of buildings will take care of his school system for many years, or that the system does not need additional buildings. When the educator is questioned, he has no idea of what is happening to the birth rate in his school system. He has no idea of the pattern of growth within his system. And, as a result, he bases his entire opinion on what has happened in the past. If an administrator is to perform his full duties to the community that he represents, it is a must that he has a planned program and projection of needs based on pre-school census. After several years of projecting the pre-school census, it is found that the pattern of growth or loss is well defined. In other words, if the birth rate is increasing and the enrollment is holding normal, there is a loss factor that should be defined.

In the larger systems it is vitally important that the pre-school census and attendance be established for each individual attendance area, because such factors as

whether development is commercial or residential and whether homes are primarily owned or rented determine, to a large extent, the school building needs for that area. With this information the school administrator can present to the public the actual classroom needs for years ahead. This type of information helps tremendously in establishing public confidence. Such confidence will cause bonds to be voted or funds to be provided to meet those needs. Of course, in some areas where very unusual growth is determined, this will not be of as much value as it would be in the normal school areas.

The provision of buildings is not sufficient in a program of planning. Planning is just as important in the area of curriculum. Most of our problems in the area of curriculum are a direct result of poor planning. If the school administrator has made a proper survey of the present and future curriculum needs of his community and has incorporated these needs in the curriculum planning; if the administrator has made an analysis of the ability of the teachers and is confident that they are properly trained and ready through in-service training; if the administrator has properly informed the public of the needs of the children, the readiness of the teachers and the techniques to be employed in meeting these needs—then we find that the community works with the administrator instead of against him.

Prepared with answers to parents' questions

One may ask the question, "How would planning enter into instructional aids, supplies and the areas associated with the actual instructional program?" Few administrators without well planned and projected programs go for very many years without being confronted with many problems as a result of demands from parents or school personnel. These requests might include such items as

Mr. Wadzeck is superintendent of the San Angelo, Texas, Public Schools.

band uniforms, new choral robes, new athletic equipment or additional classroom supplies. If a properly projected program has been planned, the budget can be analyzed and a certain amount specified and authorized. For example, in instrumental music, the administrator can work with his instructors and project the needs for instruments, uniforms and other supplies many years into the future. Then he is in a position to tell the parents of children in his schools when the band should get new uniforms or new instruments. As a result, the administrator does not have the little emergencies coming up that throw the budget out of balance. Parents are usually understanding if properly informed or assured that there is a projected plan for providing for the needs of their children.

In the area of maintenance, the administrator has a wonderful opportunity to apply sound planning. It is not unusual to find a school administrator with a very serious problem as a result of insufficient funds to maintain his buildings and remodel outmoded buildings. The administrator should study his needs and have a properly planned and projected schedule indicating, for example, when each building will need to be painted or floors refinished. A record of maintenance should be kept and each building fitted into a projected program for maintenance, additions and repairs. By presenting this information to the board of education, the administrator places himself in a position of being positive with his board, the general public and other administrators, rather than on the defensive because there is no planned program.

The administrator who plans in all areas and properly projects and incorporates this planning into a detailed budget will find favorable response from his community.

A budget that is planned in detail and made available to the community makes one of the finest public relations documents that can be presented by the schools. If all of the needs of the schools cannot be met by the present program of financing, then those things that are eliminated should be called to the attention of the people. If the people want those items included in the school operation, then it is their responsibility to provide adequate funds to include them. If the program that is needed is rejected by the people, the administrator knows that he is providing as much program as the community wants. Rather than being on the defensive, the administrator is positive in his approach, his information is sound and correct, and as a result he is removed from the many political moves that are made to increase or decrease taxes to provide more or less in the schools. He has completed his task by presenting all the facts to the people; whether or not those items are adopted is entirely a problem for the board of education and the community and should not involve the administrator.

A word of caution to my professional brothers on one point—the schools do really and truly belong to the people! No school administrator should be embarrassed or feel that it is his duty to force building programs upon the people. If he plans his program and is in a position to present facts, the people will usually accept that leadership and provide those things necessary to provide properly for every child within the community.

However, if an administrator finds himself in a position where the people do not accept his program and are practicing false economy, he has no argument with them. He should accept the program that the people want and make it the best program possible with the resources at his command.

Educational Planning

if planning is a group effort
it must be given ample time

by GEORGE W. HOLMES, III

ACTING ON THE KNOWLEDGE that few good things in public education "just happen," Roanoke City Schools are devoting considerable time and energy to planning.

This planning is not limited to any one aspect of the school system, nor is participation in planning limited

Dr. Holmes is director of educational planning and school plant with the Roanoke, Virginia, Public Schools.

to any one person or department. Educational planning in Roanoke cuts across all facets of school life. Plans for various phases of the educational program are so interrelated that it would be difficult, for example, to say that plans for an improved curriculum end here and plans for improved plants begin there. It would be just as difficult to say that plans for improving central administration stop at a given point and that plans for improving the internal administration of the thirty-one individual schools are separate.

The current organized program of educational plan-

"If the people want certain items included in the school program it is their responsibility to provide adequate funds."



ning in Roanoke began the day a representative group of teachers, principals, supervisors and members of the central administrative staff sat down together for the purpose of "taking a look" at the Roanoke City Schools. For the first few hours of that conference it seemed that each person represented a different school system. This was natural since each person saw the system from the point of view of his own particular field of interest. Slowly the realization dawned that, like the blind men describing the elephant, each one was thinking in terms of a specific part of a larger whole and that none in the group could actually describe the whole system.

As a result the group devoted two weeks to developing a document called *The Comprehensive Program of the Roanoke City Schools*. This was not a new program. It was simply the first attempt to describe in one document the accepted purposes, aims and organization of the school system. It was, in effect, the pulling together of many parts into a more complete framework. Of course all the parts did not fit properly, but at least the overlapping and loose ends were brought out where they could be examined and steps could be taken to make the organization function more smoothly. The "Comprehensive Program" has been and is being examined and evaluated by the personnel of the school system, by the School Board and by community groups. Changes have been made. More changes certainly will come. It must be this way if the Roanoke City Schools are to serve a growing and changing city.

School plant needs determined by staff

The impact of organized planning on the Roanoke City Schools has been tremendous. Planning is directly responsible for the preparation of a handbook for the school system. Planning has provided an opportunity for each teacher to exchange with other teachers in the system examples of what he considers his best teaching. Planning has provided the avenue for each of the more

than 1000 school employees to participate in the development of the school system.

There is little of the spectacular attached to the day-by-day work which goes to make up educational planning. Even the monthly meetings of the planning council (composed of the central administrative staff, supervisors and principals) are work sessions requiring considerable preparation on the part of all concerned.

Another part of educational planning in Roanoke is the new venture in citizen participation. Spearheaded by the central council of Parents and Teachers Associations, a city-wide citizens group has been organized which is known as the Community Council on Education. This Council affords laymen the opportunity of studying problems and issues facing public education. It also provides laymen with an organization through which they can plan and work for both immediate and long-range school improvements.

Perhaps the phase of educational planning in Roanoke which has received most attention from the general public has been the school plant program. Naturally school plant planning is based on *The Comprehensive Program* too. The study of school plant needs was made not by a team of visiting experts, but by local school personnel and laymen working together to supply the information necessary for a complete analysis of the present situation and probable future needs. And since it is a "home-grown" product, there has been little necessity for "selling" the published report on school plant needs. The school plant needs report was simply a step in an unending study.

Study of school plant needs will of necessity continue as long as Roanoke has schools. To be sure, the published report outlines a basic master plan which is applicable for both the present and the future. The first phase of the building program is designed to "fill in" a part of the master plan applicable to present needs. As the educational program develops and as the city

grows, the master plan will be adapted to fit new needs as they become evident. As each phase of the building program becomes a reality the master plan will be projected another step into the future. Thus, planning will always stay several years ahead of actual construction.

Just as it is difficult to compartmentalize planning within a school system, so it is difficult to separate planning and action. Plans which lead to no action are not much better than no plans at all. Action is a part of planning—at least it works that way in Roanoke.

As a part of planning for better school plant facilities, and prior to the time architects were selected, School Board members and members of the administrative staff visited school plants in Virginia and several other states. Conferences and interviews were held with local architects and architects from other areas of the county. This planning and action resulted in the selection of an association of architectural firms to design the first plant in the current program. This association, composed of a local firm and a firm from Texas, is working as a unit to bring the very best in creativity and technical know-how to bear on Roanoke's problems.

But good school plants seldom result from good architects working alone. In this case more than 400 elementary teachers, supervisors and principals have participated in preparing the educational specifications for one elementary school plant. The staff of each of the 23 elementary schools served as a basic unit in this planning. Each of the 23 schools sent one representative to a central planning committee. (Attendance at central committee meetings was also open to anyone else who wanted to attend.) Members of the central committee not only brought ideas from their co-workers in their re-

spective schools, they also took ideas and suggestions presented to the committee from other schools back with them for evaluation. The written program or the "educational specifications" which evolved from this process represented the thinking of the entire group and yet it did not attempt to set forth all the ideas of any individual or any single group.

One of the significant outcomes of this was a re-emphasizing of the known fact that no two teachers teach exactly the same way and that a given teacher may not follow the same procedure and methods with different groups of children. The group urged strongly that the plant be designed so that it could be used in many different ways. As someone has said, "The least a building should do is not get in the way of good teaching."

Roanoke has only scratched the surface of educational planning and certainly has no pat answers to give. But its two years of organized effort at planning have brought out certain suggestions which may be of interest to others:

First, the superintendent occupies a key position in educational planning. If he is one who prefers to administer by edict, it probably will be just as well to forget cooperative planning. On the other hand, if the superintendent sees himself as one of the leaders in administration which stems from the administered, cooperative planning has a chance. The superintendent cannot escape the responsibility and accountability which are legally his, but he can assume the role of leader in such a way that he releases the potential for leadership which might otherwise lie dormant in the staff and community.

Second, the pattern for involvement of individuals and



Courtesy Lincoln, Neb., Public Schools

groups in a city of 100,000 must be different from the pattern usually found in smaller communities. At some point along the scale pure democracy becomes representative democracy.

Third, cooperative educational planning is time-consuming. Unless definite blocks of time are designated for planning, good intentions may be the only results.

Fourth, efforts at planning must be sincere. Coopera-

tive educational planning is a poor vehicle for the support of preconceived ideas.

If there is such a thing as perfection in educational planning Roanoke has not discovered it. More and better ways must be found for laymen and school personnel to become involved in planning and action if public education is to make maximum contribution to the communities of which it is a part.

Educational Planning

a basic formulated philosophy must underpin all planning

by CLAUDE V. COURTER

THERE ARE FEW, if any, American communities today that do not have school problems. The most obvious are a serious shortage of teachers, of schoolrooms and of school dollars. By focusing attention upon the schools these problems have raised others. In many communities such questions as merit pay for teachers, elaborateness of facilities, subject matter being taught and teaching methods are live issues. Reasonably satisfactory answers to these problems and issues will be found—in time.

There are other problems which if dealt with satisfactorily are the almost exclusive province of the school executive—at least as far as his vision, perspective and leadership are concerned. He functions today in what Nathan Pusey, in September *Fortune* magazine named, "The Exploding World of Education." If he keeps in step with the rapidly expanding ideas and courses of action of the current world of education, he will do much more than direct a going concern. He will be asking himself a host of questions, such as: What will be going on a quarter or half-century hence in the thousands of classrooms now going up and to be built in the next ten years? What use will be made of educational television? What use of teacher technicians for minor chores to conserve well-trained teacher man power? What use of currently untouched community resources? What inevitable new demands will be made upon the schools? Will some classes be much smaller and others much larger? What changes in curriculum content and shifts in emphasis are in the offing?

Appraising nation's schools

If he keeps in step with what goes on around him, many such questions as these will challenge his best

thinking in his all too few hours of reflection.

The alert school executive who reads and interprets the signs of the times realizes that what is commonly referred to as the school crisis is more than a crisis of insufficient and inadequate school buildings and teaching manpower. He is realizing increasingly that a critical reevaluation and re-appraisal of the nation's schools is in process, that what at times in the past has been an almost blind faith in the schools is being more and more replaced by thoughtful study, analysis and intelligent questioning, and that much more will be expected of the schools of the future than in the past.

The direct result of these and similar reflections is the realization that the planning of the vast array of new schools now being contemplated must anticipate as far as possible some significant changes in current educational practice. What will they be? This is his big problem, so big in fact that he is very apt to become so preoccupied with the educational planning of school buildings that he may place this vitally important function out of proper perspective in the full range of his responsibilities.

Goal—improve instruction, facilities

Although educational planning, especially of new facilities, must necessarily bulk large in the thinking of forward-looking school administrators, it is not an end in itself. It is a part, a very important part to be sure, of a total ongoing process which has as its goal the improvement of instruction and has as a by-product the translation of current instructional needs, or needs that can reasonably surely be envisioned, into school facilities. It is a process within a larger process. It cannot stand by itself, nor can that part of the process that has to do with the translation of instructional needs into facilities be safely relegated to a special department of a school system sometimes called a department of school building

Mr. Courter is superintendent of the Cincinnati, Ohio, Public Schools.



Courtesy Battle Creek, Mich., Public Schools

"Teaching techniques must square with the educational philosophy."

planning. It is a process that must involve the entire staff of a school system participating under dynamic leadership with the help of expert consultants and civic leaders in the improvement of the total program of education. It does not begin anywhere or end anywhere within the total program. Rather, in a broad sense, it is the current program in action. When new school buildings are built they can only reflect the highest level of thinking within the community and the highest level of practice within the school system which is acceptable to the community.

Program expresses school's purpose

In the sense that educational planning everywhere is in essence a total educational program in action it has several components. Of primary importance to every school system is its statement of philosophy. Every program of education must give expression to a philosophy of education else it becomes activity without purpose. No program can long satisfy an intelligent community if it cannot be interpreted as the expression of a reasonably well formulated and comprehensive philosophy of the school's primary functions.

Some school systems have excellent printed statements of philosophy in the hands of teachers and leading citizens which are periodically reviewed and improved. These systems are seldom in trouble; they are steadily moving toward the realization of their full potential. Others which have not formulated such statements subject themselves to criticism of what goes on in the schools. Although teachers in these systems work to cross purposes at times, children learn; but the all important sense of oneness of endeavor and of contribution to underlying principles of child growth and development is lacking.

Educational planning in such situations lacks vision and is hit or miss, and more new schools are apt to be merely more housing facilities.

An educational philosophy is the underpinning of all educational planning. It supports at least seven essential elements of planning:

1. Clearly defined ultimate goals and a series of major purposes contributing to these goals.
2. A statement of basic principles that determine the scope of the program and the nature of its activities.
3. A choice of a content of subject matter and of specific activities that is consistent with purpose and goals.
4. A selection of materials and teaching aids that will best implement the achieving of goals.
5. A determination of methodology and teaching techniques that square with the educational philosophy.
6. A formulation of the extent and nature of the physical facilities that are necessary.
7. A continuing appraisal of all phases of the educational program.

Penetrate to grass roots of system

A second very important component of educational planning is widespread anticipation of staff and community. Within any school system educational planning that carries over into action must penetrate to the grass roots of the system. It profits nothing if planning is confined to the upper echelons of a school system and the teachers on the firing line continue to fire as they choose without the community understanding their several targets. Participation is the essence of good planning. We know whatever it is that *we* do and we will expound upon and defend whatever we have had a part in creating.

Thus it is that when large numbers of teachers and some representative citizens sit down with administrators and help make decisions, understanding is generated. Action takes place and improved procedures ensue. To insure these results many school systems have established in-service-growth requirements for advancing on the salary schedule, have set up study councils and have created scores of staff committees for the appraisal and revision of curriculum guides and materials, the selection of texts and supplementary books, the planning of classroom layouts and equipment and many other activities. Interested citizens serve on some of these committees. Advisory committees of citizens and staff members study problems and issues and recommend policies to school officials. In all of these activities, illustrative of a program of education in action, educational planning is dynamically in motion. It is a continuous process that utilizes to the full the special abilities and resourcefulness of the professional staff and taps special abilities that are available in the community.

Best organization allows extensive communication

A third component of educational planning is a machinery of operation—the structural organization of administration and planning. That organization is best that enables communication to flow most freely and extensively and thus enables leadership to function and be felt most widely. For this reason alone planning proceeds most effectively and harmoniously in those systems that function under one chief executive through a vertical administration of executive functions from the kindergarten through the secondary schools, referred to increasingly as the functional type of school organiza-

tion. Continuous planning must proceed under intelligent executive controls, but at the same time it must be administered democratically. It is a final test of good leadership when planning is administered democratically under controls so well accepted, they are not felt.

A fourth component of educational planning is the extensive and intelligent use of experts and specialists—the educational consultant and the architects who translate educational philosophy and detailed planning into functional, flexible school facilities. The services of educational consultants need little comment here. They serve to broaden the educational horizons of the professional staff in their planning activities. But if architects are to perform their full function in the planning process they must be provided with full educational specifications which are the product of the professional staff, and materials specifications which are the product of the maintenance and operating staff as well as the professional staff. For best results in the finished product of the architects, a professional coordinator of staff planning and architectural planning is essential. With this official performing efficiently, truly functional school buildings will be built.

Educational planning may be good or poor. Whichever it is, it is representative of a program of education in action. School buildings may be good or bad. Whichever they are, they reflect the quality of the educational program of the community in which they are built, and particularly the quality of school administration and educational leadership in the community. That leadership is wisest which keeps educational planning dynamically in motion but merges it into the ongoing educational program of the community.

Courtesy Erie, Penn., Public Schools



"Planning must include a continuing appraisal of all phases of the educational program."

President Asks U. S. Aid for School Construction

(LATE BULLETIN: In a budget request made January 12, the President asked Congress for \$1.25 billion, or \$250 million a year, in direct federal grants.)

WASHINGTON—"An effective program of federal assistance to help erase the existing deficit of school classrooms" was asked of Congress by President Eisenhower in his January State of the Union Message.

The President based his request on the conclusion of the White House Conference on Education, that the people through all levels of government "make a greater effort . . . to improve the education of our youth."

He said that "such a program, which should be limited to a five-year period, must operate to increase, rather than decrease, local and state support of schools," with the greatest help going to poor states.

The president also asked increased school services by the Office of Education, and legislation continuing aid to federally-impacted areas.

The Administration's three-year, \$7 billion school construction program of Federal-state-local grants and loans, presented last January, was criticized by educators as too little aid, too much control.

Hickey is AASA President-Elect

Philip J. Hickey, St. Louis superintendent of instruction, has been elected president-elect of AASA in a mail ballot by the organization's 10,000 members. After a one-year term, Dr. Hickey will become president in March, 1957.

The term of office of the current president, H. I. Willett, superintendent, Richmond, Va., expires this March 15. Paul J. Misner, superintendent, Glencoe, Ill., currently president-elect, will then become president.

Romulo to Speak on "America's Stake In Asia" at AASA Convention

ATLANTIC CITY, N. J.—In a few weeks, school administrators from all over America will be preparing to leave for the annual convention of the American Association of School Administrators, meeting here February 18-23.

The six day program will include talks by persons important to education and to world affairs, as well as the usual pattern of discussion groups and clinics, general sessions, and social events like breakfasts, luncheons, dinners, cocktail parties and teas.

Key speakers are General Carlos P. Romulo, Philippine ambassador to the United States, and chairman, Philippine delegation to the tenth U. N. General Assembly, and Marion B. Folsom, Secretary of Health, Education and Welfare.

General Romulo will address the second general session, Sunday evening, February 19, on "America's Stake in Asia," while Mr. Folsom will speak before the seventh general session, Wednesday morning, February 22.

J. Chester Swanson, superintendent of schools, Oklahoma City, will address the third general session, Monday morning, February 20, on "Superintendent-School Board Relations," while Henry I. Willett, superintendent of schools, Richmond, Va., will speak to the seventh general session, Wednesday morning, February 22, following his receipt of AASA's past-president's key.

The following will present greetings from their organizations to the convention: J. Lester Buford, superintendent of schools, Mount Vernon, Ill., and president of NEA, and Mrs.

Rollin Brown, Los Angeles, and president of the National Congress of Parents and Teachers.

Edward M. Tuttle, executive secretary, National School Boards Association, will receive the American Education Award for 1956 at the eighth general session, Wednesday evening, February 22.

The award is made annually by NEA's Associated Exhibitors to an individual who has contributed much to American education. Lois M. Corbeil, special promotions manager, A. B. Dick Company, Chicago, is president of the Exhibitors' group for the current year.

Associated Exhibitors will also present the two annual Shankland scholarships for graduate study in school administration to M. K. Berner, superintendent of schools, Amboy, Ill. and M. L. Rafferty, district superintendent of schools, Needles, Calif.

The first general session, on Sunday afternoon, February 19, will be vespers, with V. Carney Hargroves, minister of The Second Baptist Church of Germantown, Philadelphia, delivering the address.

The Millburn, N. J., Township



Fawcett

Corbeil

Buford

Brown

Morrison

High School Chorus will sing at this session. Other musical entertainment will be provided at the sixth general session, Tuesday evening, February 21, by the Allentown, Pa., High School Band and Chorus.

In keeping with the convention theme, "Education, A Key to Lasting Peace," the 1956 *Herald-Tribune* forum for High School Students will participate in the fifth general session on Tuesday morning, February 21.

The 35 student delegates, representing that many nations, will present a typical forum on national and world aspects of current events.

The seventh general session, Wednesday morning, February 22, will be a business meeting. Here, the following committee chairmen will present their reports:

N. G. Fawcett, superintendent of schools, Columbus, Ohio, resolutions

Seminars on Future's Secondary Schools

The School Executive will sponsor seminars on the afternoons of Monday, Tuesday and Wednesday, February 20-22, at which Searsdale, N. Y., Superintendent Archibald B. Shaw and San Francisco Architect John Lyon Reid will discuss "The Secondary School of the Future." Invitations to these seminars may be secured at *The School Executive* booth (L-5) in Atlantic City's Convention Hall.

committee; Howard D. Morrison, supervising principal, Hamilton Township Schools, Trenton, N. J., audit committee, and John M. Hough, superintendent of township schools, Leaksville, N. C., board of tellers.

Also introduced at this session will be the organization's new officers. Heading the list will be Paul J. Misner, superintendent of schools, Glencoe, Ill., president-elect of AASA since March 15, 1955, who begins a one-year term as president this March.

During the six-day convention, school superintendents, principals, teachers, other educators and laymen present will attend over 75 discussion groups on subjects, issues and problems in American education.

Ford Gives \$260 Million To Up College Salaries

NEW YORK—College faculty salaries received the biggest philanthropic boost ever recorded last year, as the Ford Foundation announced its grant of \$260 million to approximately 615 privately-supported, regionally-accredited liberal arts and science colleges and universities for this purpose. An additional \$90 million was granted to help medical colleges strengthen instruction. Picture shows (l. to r.) H. Rowan Gaither, president, Ford Foundation; Devereux C. Josephs (seated), chairman, College Grants Advisory Committee of the Foundation, and Henry Ford II, chairman of the Foundation's Board of Trustees (see story on page 99).



The old order changeth:

National Citizens Council for Better Schools Succeeds Commission Founded in 1949

NEW YORK—After six and one-half years of service in informing Americans of the problems facing their schools, the National Citizens Commission for the Public Schools took down its shingle, and a new organization came into being in its place.

Called the National Citizens Council for Better Schools, the new group was announced at the sixth and last annual dinner of the Commission, held January 9 at the Waldorf-Astoria Hotel.

Bunche to Address Secondary Principals

CHICAGO—Ralph J. Bunche, UN under secretary, will be key speaker at the 40th annual convention of the National Association of Secondary-School Principals, February 25-29.

Approximately 4,000 educators from all parts of the nation are expected to attend. The theme is "Educational Leadership—That People May Learn."

Participants in the four-day meeting will also hear addresses by Benjamin C. Willis, superintendent of Chicago Public Schools; William L. Shirer, author and commentator; John A. Schindler, author of *How To Live 365 Days A Year*, and an internist at Monroe Clinic, Monroe, Wis.; Ruth Alexander, author and lecturer; Kenneth W. McFarland, guest lecturer for the General Motors Corporation, Detroit; and Carl S. Winter, author and lecturer.

Speaking at the dinner was James Bryant Conant, U. S. ambassador to the Federal Republic of Germany, whose post-war plea for a non-profit organization to alert Americans to their school problems helped lead to the formation of the Commission.

Also speaking was Ralph K. Gottschall, president, Atlas Powder Co., Wilmington, Del., who is temporary chairman of the new National Council.

Other speakers included Henry Toy, Jr., executive director of the Commission, who will continue for a time in the same capacity for the Council, and Devereux C. Josephs, who is chairman of the college grants advisory committee, Ford Foundation.

Roy E. Larsen, president, Time Inc., and Commission chairman, presided, and paid special tribute to the Advertising Council for its "generous contribution to the improvement

of the education of America's children."

The Commission has sponsored the Ad Council's Better Schools advertising campaign, providing free materials to all types of media, on school issues.

Theodore S. Repplier, Ad Council president, accepted the tribute, and called attention to the cooperation of the media, who have donated about \$20 million in free space since 1949.

At a Citizens Assembly convening that morning, about 450 state and local school improvement leaders from all over the nation took "A Look to the Future—Following the Commission."

Samuel C. Gale, Commission vice chairman and former vice president, General Mills, Inc., welcomed the group, and Fred Hoehler, Commission trustee, served as moderator.

The purpose of the meeting was to offer program suggestions to the new Citizens Council.

That afternoon, the group studied the White House Conference on Education.

Speakers were Clint Pace, Conference director, and S. M. Brownell, U. S. Commissioner of Education.

Donald V. Bittenheim, publisher, *Contractors & Engineers*, and presi-

dent, New York State Citizens Committee for the Public Schools, served as chairman.

The commission lists these seven accomplishments as results of their campaign for school improvement:

1. Growth of citizens committees for school improvement on the community level.

Over 12,000 local groups

In 1949, there were seventeen. Today, there are 3,000 continuing groups in touch with the Commission, with estimates indicating 9,000 additional groups at work.

2. Growth in the number of statewide citizens committees from nine in 1949 to 34 today, with four states now forming committees.

3. Promotion and help by the Commission to thousands of towns and cities holding educational conferences in 1955 to analyze school problems.

Sponsored by the Commission and the National School Boards Association, these were designed to augment state and territorial meetings culminating in the November White House Conference on Education.

4. Increased activity by national organizations, through Commission-sponsored semi-annual National Or-

ganizations Round Tables, discussing educational issues and how members could help.

5. Publication of fifteen how-to-do-it booklets on aspects of school improvement involving citizens. Over 340,000 have been distributed to date.

6. The national Better Schools Advertising campaign, resulting in newspapers alone running 60,000 ads on the need for citizens help.

7. The tremendous growth in citizen interest in improving education.

Changes on the educational scene which have come about in the Commission's lifetime include:

1. Growth in state school board associations from 36 to 44.

2. Increased press coverage of the school scene by all media.

3. More school district reorganizations, reducing the number of local districts from 87,000 to under 60,000.

4. A steady increase in the amount of money, exclusive of construction, from \$4.3 billion in 1949, to \$6.6 billion in 1955, with an estimated \$10 to \$15 billion in 1965.

5. An increase in public school construction from \$664 million to over \$2 billion in 1955.

(Continued on page 92)

They Inherited Miss Anthony's Legacy . . .

February is the month of birthdays. Famous Americans born during this month in another age include George Washington (22nd), Abraham Lincoln (12th) and Susan B. Anthony (15th).



Best known for her work to achieve equal rights for women, she taught for fifteen years in New York state in an age when females in the classroom were at the bottom of the professional ladder. She was the

first woman to speak out at a teachers convention, in Rochester, N. Y., in 1853. Since then, many women have spoken out, in words and action, as contributors to the cause of education in a democracy. Among those perhaps best known for their services are:



Pearl Wanamaker:
state superintendent
of public
instruction,
Washington

Waurene Walker:
past president,
National Education
Association




Bess Goodykoontz,
director, com-
parative education
branch, inter-
national education,
U. S. Office

Mrs. Rollin Brown:
president, National
Congress of
Parents and
Teachers



Agnes E. Meyer:
writer and lecturer
on education



MR. ALBERT HENRY
Superintendent of Schools

*I, too, know why
a child will use
an adult
Encyclopedia!*

As a superintendent of schools, I agree with the teacher who, like the librarian, says:

"I've learned how to make a child an eager user of the basic reference work. I've learned how to help his growing mind, his inquisitive spirit.

"It's done by giving him a chance to become an exceptional adult. It's done by giving him *The Americana* when he comes in for a fact. For, when we give him *The Americana*, we are saying in effect, 'We acknowledge your rapid approach to maturity. We know that

you will rise to the challenge of a readable, grown-up encyclopedia.'

"The growing child knows and respects quality. And he respects us for guiding him to a fine, thorough, mature encyclopedia that—though it is written in clear language—does not talk down to him. Finally, having been guided to *The Americana*, having had the remarkable cross-index in its 30th volume pointed out to him, all of his exceptional qualities respond to the opportunity to dig into his subject. I know. I've seen it happen time and time again."

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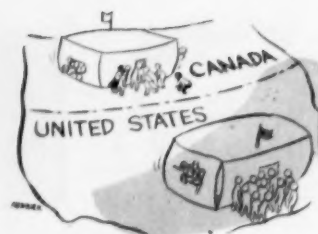
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SPOTLIGHT

Canada's School Population Rises 50% in 10 years

TORONTO—Canada's school children have increased from 2,000,000 in 1945 to 3,000,000 in 1955.

This 50 percent increase has left many of the provincial school systems tottering under the load.



*No national boundaries
with this problem*

Over 1 Million More Pupils Expected in '56 Schools

WASHINGTON—Advance estimates of enrollment in public elementary and secondary schools show an increase of 1,273,000 in '55-'56, according to NEA's Research Division.

The annual report points this year to an increase of nearly 51,000 in America's public school instructional staff.

The schools have increased in cost to an estimated additional \$630,000,000 in annual current expenditures. Part of this, of course, goes to raise the salaries of teachers.

For the school year 1954-55 the estimated average salary for the in-

structional personnel was \$3,950. For the present school year it is \$4,100.

For those who are interested in buying power as well as take-home pay, the Division's estimate is that the current \$4,100 is worth \$3,568 in terms of the value of money in 1947-49, which is the base year now used by the U. S. Bureau of Labor Statistics.

The reports compiled by the Research Division indicate no alleviation in the teacher shortage. The shortages in buildings and qualified teachers continue to deprive approximately 900,000 pupils of full-time

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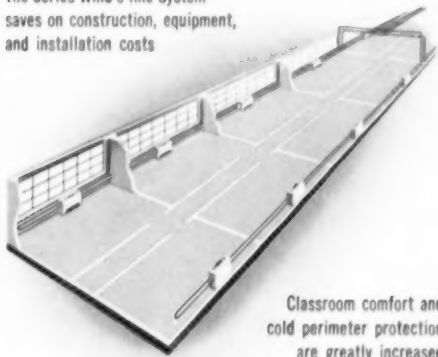
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AND HARDTOP SUNBOARDS . . . SEE NEXT PAGE

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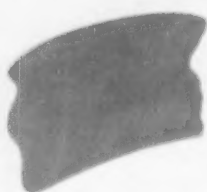
SERIES WIND-O-LINE SYSTEM

John J. Nesbitt, Inc., Philadelphia 36, Pa.—Sold also by American Blower Corporation.

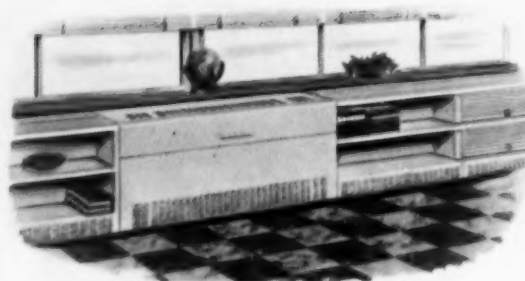
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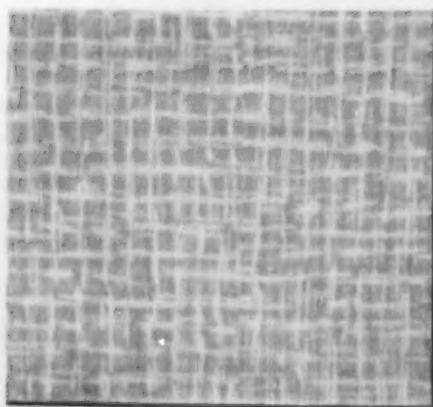


School Gray L.R. 50.7%



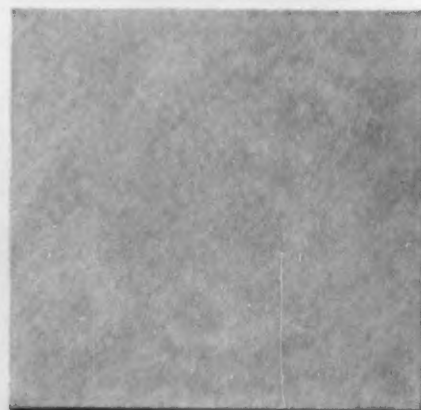
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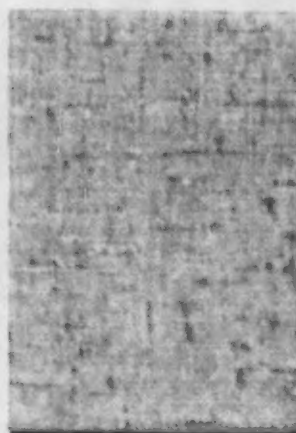
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SPOTLIGHT

schooling.

The accelerated growth in pupil enrollment is still compelling school systems to employ large numbers of teachers who are not fully qualified for standard certificates. There is a relatively static condition in the corps of teachers who hold special "licenses to practice."

The schools actually employed in 1954-55 a total of 80,674 "emergency teachers." The outlook for the present school year is that the total will reach 80,815.

The impact of the abnormally high birth rate has, of course, now arrived at the secondary school level. Last year there were 389,342 high school teachers. The outlook for the present year is for 406,507.

Almost 3 Million College Students Expected in Fall

WASHINGTON—An enrollment of 2,716,000 students in the nation's colleges and universities is expected this fall, according to S. M. Brownell, U. S. Commissioner of Education.

"This is an all-time record," Commissioner Brownell said.

"It is 8.6 percent greater than the previous high peak of 2,500,000 students enrolled last fall, and marks the fourth consecutive year of college-university student increase in the United States."

Commissioner Brownell based his estimate of total enrollment on returns from 1,196 of the nation's 1,856 institutions of higher education in the Office of Education's annual fall enrollment survey.

More than 40 percent of all college-university students were enrolled in these 1,196 institutions last fall.

The colleges and universities in-



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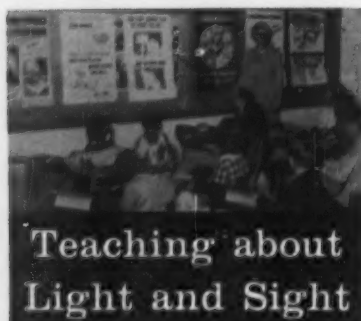
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SPOTLIGHT

icated a 1955 fall enrollment of 694,000 new students, an increase of 8 percent over that of fall, 1954.

"This approximates the earlier peak-year enrollment of 696,000 new students in 1946 when a large group of World War II veterans entered college for the first time," Commissioner Brownell said.

"This percentage of increase for new student enrollment from 1953 to 1954 was 12.4 percent.

"The total college-university enrollment increase of 8.6 percent throughout the nation this fall over that of last fall (1954) is less than the increase of 11.1 percent recorded from 1953 to 1954," the Commissioner pointed out.

The Office of Education's fall survey of college-university enrollment is being conducted by William A. Jaracz, under the direction of Herbert S. Conrad, chief, Research and Statistical Standards.

Elementary Principals Meet In Denver March 7-10

DENVER—Two leading speakers at the fourth annual winter meeting of the Department of Elementary School Principals, meeting here March 7-10, will be Frank Clement, Governor of Tennessee, and L. D. Haskew, dean, school of education, and vice-president, University of Texas.

Robert Eaves, DESP executive secretary, announced that one special feature of the meeting will be five assemblies covering the subject matter areas of arithmetic, language arts, reading, science and the social studies.

A brief talk by an outstanding authority in each of these fields will focus attention on the subjects and pave the way for a panel discussion and audience participation.

Speakers highlighting this include Nila Banton Smith, director, The Reading Institute, New York University; Glenn Bough, associate professor of education, University of Maryland; John U. Michaelis, professor of education, University of California; Esther L. Swenson, chairman, department of elementary edu-

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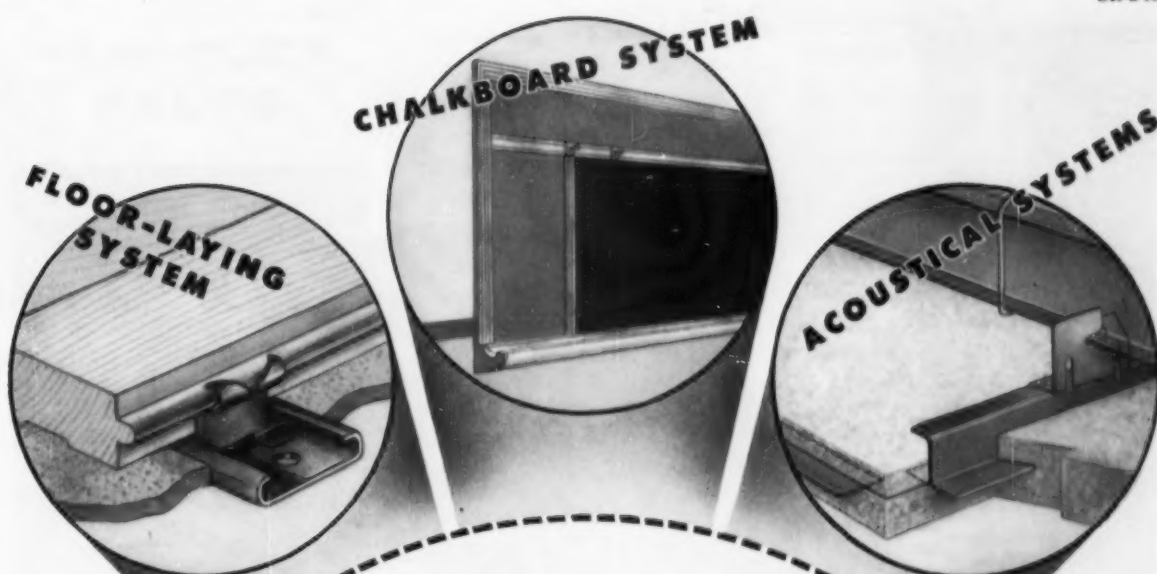
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Here is a COMPLETE system which provides the answers to all your chalkboard problems. It includes a full range of chalkboards: LOXIT Rite Green and Darkrite Green Chalkboards, KOMPO-CITE Chalkboards, PETRALOX Cement-Asbestos Chalkboards, and PORCELOX Porcelain Steel Chalkboards . . . completely trimmed Chalkboards and Tackboards ready to hang . . . LOXIKORK Tackboards . . . LOXIT TRU-SNAP All-Aluminum Trim for both plastered-in and surface-applied installations . . . Sliding Boards, Trophy Cases, Bulletin Boards—a complete package.

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The "XYZ" of dependable acoustical suspension systems. Type "X" Regular—to be used when furring channels serve as the supporting structural members for the suspension system. Type "Y" Surface-Applied—to be used when no suspension is required, the tiles being applied directly to the ceiling. Type "Z" combines Types "X" and "Y" to meet special conditions.

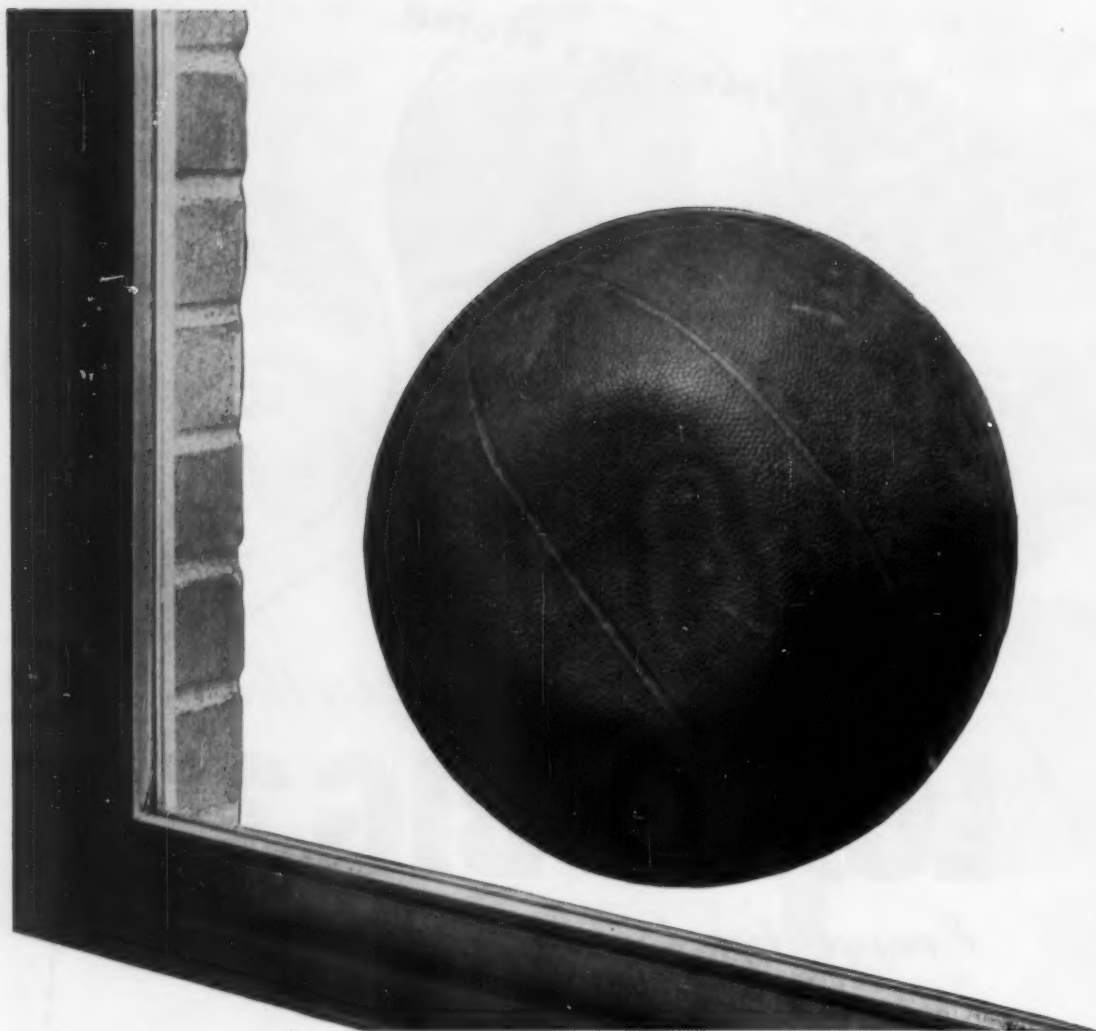
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Broken windows can run your maintenance budget right into the ground. You can save this frequent (and needless) expense by glazing all windows in vulnerable spots with L·O·F *Tuf-flex** tempered plate glass. It is 3 to 5 times stronger than regular plate glass of the same thickness.

For complete information, read the column at the right. Order from your Libbey-Owens-Ford Glass Distributor or Dealer (listed under "Glass" in the phone book).

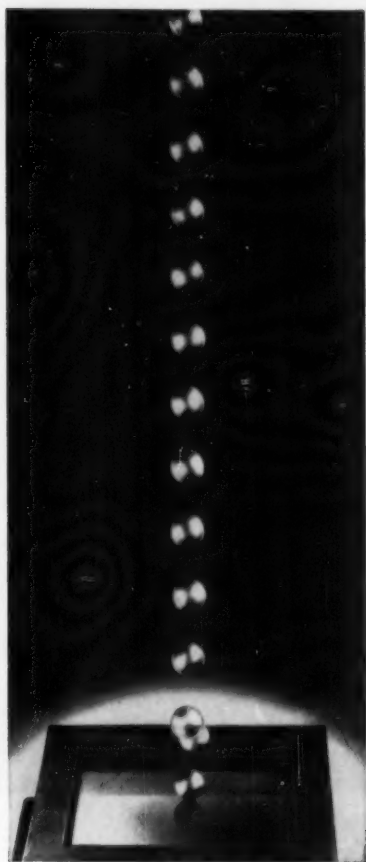
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TUF·FLEX GLASS

LIBBEY · OWENS · FORD *Great Name in Glass*

TUF-FLEX FACTS



THIS TEST shows a half-pound ($1\frac{1}{2}$ " diameter) steel ball being dropped 10 feet on a piece of $\frac{1}{4}$ "-thick Tuf-flex tempered plate glass. The ball bounces off without damaging the glass. If maximum impact resistance is reached, Tuf-flex disintegrates into small, relatively harmless pieces, instead of big jagged pieces.

MAKE SURE that your architect orders the exact sizes of Tuf-flex needed. It cannot be cut.

For further information, write to Dept. 8726, Libbey-Owens-Ford Glass Company, 608 Madison Avenue, Toledo 3, Ohio.

**LIBBEY
OWENS
FORD**

February, 1956

SPOTLIGHT

cation, University of Alabama, and Helen K. MacIntosh, chief, elementary schools section, U. S. Office of Education, Washington, D. C.

Gail, O'Brien speak

Among the speakers scheduled to address general sessions are James Gail, elementary school teacher, Denver; and Beatrice O'Brien, elementary school principal, Los Angeles. Conference theme is "The Principal's Role in Instructional Leadership."

General sessions of the conference will be held in the Denver Municipal Auditorium. DESP is a department of NEA.

Strengthening non-commercial TV

Educational Television Gets Three Grants Of \$6 Million from Ford Foundation

ANN ARBOR, Mich.—The Ford Foundation has awarded three grants totalling over \$6 million to support educational television, it was announced recently by Ralph Lowell, chairman of the board, Educational Television and Radio Center located here, and by Albert N. Jorgensen, chairman, Joint Council on Educational Television.

Lowell and Jorgensen termed the action a significant step toward strengthening and expanding the national educational television movement.

Two of the grants, one of \$6,263,340 and the other for \$90,500, go to the Center, and the third grant of \$140,000 goes to the Joint Council.

"These grants will aid materially in efforts directed at the coordination and expansion of educational television and will mean the wider and more effective utilization of the channels reserved for educational stations," the two officials declared.

The grant of \$6,263,340 made to the Educational Television and Radio Center will cover major operating costs of the organization from 1957 through 1959, according to Center President H. K. Newburn.

It will be possible with this support to accelerate the Center's program service to the educational television stations both quantitatively and qualitatively, he said.

By 1959, the Center will be able to distribute approximately double the five hours weekly of television pro-

Kefauver Plans Inquiry on Schools and Delinquency

WASHINGTON—The Senate Subcommittee on Juvenile Delinquency will begin a special inquiry to find out how public schools deal with the delinquency that is encountered within their walls, and what more the schools can do to reduce and prevent delinquency.

Subcommittee chairman is Estes Kefauver (D-Tenn.).

Educators interested in background material on delinquency should write to the Subcommittee, Senate Office Building, Washington 25, D. C., and ask for the recent reports published on youth employment, comic books, motion pictures, and television.

grams which are now made available on film to the nation's educational stations.

At the same time, the new funds will permit the expenditure of greater amounts per program, thus making it possible to improve materially the overall quality of the program efforts.

Expand staff, facilities

Staff and facilities will be expanded to care of the increased service. The educational stations will be encouraged to participate more fully in Center acquisitions by producing programs under contract on an annual basis, said President Newburn.

Funds also will be available for expanding radio program production and for more comprehensive activities in research and audience evaluation.

"During the period covered by the Ford grant, the Center and its affil-



*Pittsburgh Glass lets the light in
... and the beauty, too!*

In this dramatic new high school at East Hartford, Conn., just about every room boasts a huge, glass window-wall. The daylighting is superb, and so is the view—two important considerations if you want fresh, alert minds.

The cluster-plan buildings are connected with glass-enclosed walkways that are bright and cheerful, while offering complete protection against the elements. But look at the gymnasium to see what a

miracle material glass really is. The gym is glazed with large panels of Herculite® shock-resisting plate glass to dispel the gloom. And, since Herculite is heat treated and tempered, it is incredibly strong—a useful property in athletic areas!

All in all, 50,000 square feet of Pittsburgh Glass were used here. Countless visitors feel that the glass deserves great credit for the daylighting, the view, and the graceful beauty of this new school.



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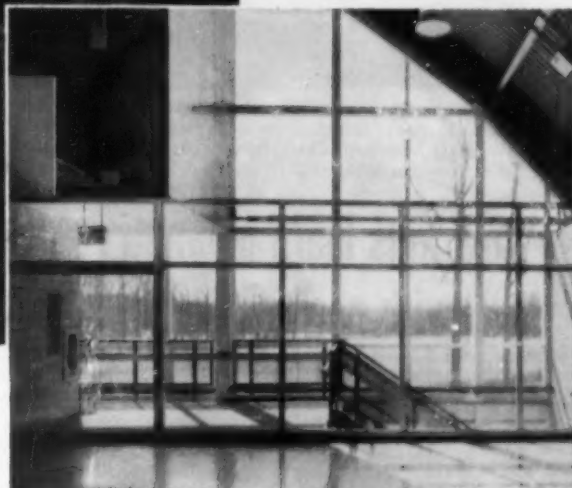


Auditorium is at left, then, (clockwise) the gym, shops, classrooms and office building.

Architect: Nichols & Butterfield, West Hartford, Conn.



Academic wing at left, shops to right. Venerable beech trees were carefully preserved during construction.



Entrance to gym, showing Herculite Glass. Unit at upper left houses ventilating system.

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MAGNETS stick geometrical cardboard cutouts to Weldwood Chalkboard. Easy mobility permits use of "movie" techniques to teach geometry, geography, chemistry, even football. With Weldwood Aluminum Chalkboard Trim, as shown, Weldwood Chalkboard can be installed at low cost. Weldwood Chalkboard is available in a range of standard colors.

Now kids learn geometry the easy way with new magnetic chalkboard



BIRCH WELDWOOD plywood clothes closets are good-looking, durable, need little maintenance. Westover Elementary School, Stamford, Conn. Arch: William F. R. Ballard.

With Weldwood Chalkboard, high school students can see at a glance what Euclid meant by Q.E.D. Theorems usually difficult to visualize become easy to understand, easy to remember. And teachers find that a troublesome subject takes on new freshness, new classroom appeal with Weldwood Chalkboard visual aid techniques.

This new kind of chalkboard consists of a porcelain-on-steel* face bonded to strong, rigid plywood backed by a sheet of aluminum for balanced construction. Its glare-free surface is easy on young eyes, it doesn't squeak under chalk, will not warp, break, shatter or buckle, never needs refinishing.

Perfect for school or business use, Weldwood Chalkboard is *guaranteed for life*.

Like to know more? Ask your architect (he'll find specifications in Sweet's) or send coupon. To see Chalkboard and the complete Weldwood line, visit any of our 87 branches in principal cities.

*PORCELAIN FACED BY THE BETTINGER CORP.

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SPOTLIGHT

ated stations can go far toward making adequate and appropriate use of this great new technique for educational and cultural advancement," Mr. Newburn asserted.

The other two grants make possible the continuation of activities which have centered in Washington, D. C., and which have had as their major purpose the development of enlightened support among educators and laymen on a national basis.

Council succeeds Committee

The first, totalling \$140,000 for the year 1956, was made to the Joint Council on Educational Television, a new organization built upon the earlier Joint Committee on Educational Television which from the beginning has done much to organize educators and others in support of educational television.

This Council, which will be more widely representative than the earlier group, will continue to work toward the preservation and utilization of those channels reserved by the Federal Communications Commission for educational television and radio stations.

It is anticipated that membership in the Council will be extended at an early date to include further lay interests such as represented by the National Citizens Committee for Educational Television, according to Ralph Steetle, executive director of the Council (see *Washington Scene*).

NEA Legislative Group Puts Federal Aid First on List

CHICAGO—The Legislative Commission of NEA, meeting to discuss results of the White House Conference on Education and to plan activities of the Commission and the Division of Legislation and Federal Relations during the second session of the 84th Congress, put federal aid for school construction as first goal for 1956.

According to Commission Executive Secretary James L. McCaskill, who is also director of NEA's Division of Legislation and Federal Relations, this legislation has been named also

Anticipating the Trend of the Future

THE NEW IRWIN No. 900 CLASSMATE DESK, DESIGNED FOR JR. and SR. HIGH SCHOOLS, IS A REAL PACE SETTER IN DESIGN, IN VALUE, IN USE

1. **LARGE TRAPEZOIDAL-SHAPED TOP** designed for maximum writing area, provides good arm support and allows easy ingress and egress.
2. **POSTURE FORM SEAT AND BACK REST** induces student to sit upright; provides greater comfort; reduces fatigue.
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5. **WEIGHT EVENLY DISTRIBUTED,** provides exceptional strength and stability.
6. **G-E TEXTOLITE TOPS AND SIMULATED-BIRCH SCHOOL DESK PATTERN.** Proven through years of test in actual use.



No other desk offers all these functional advantages. **CHECK AND COMPARE.** See the Classmate desk as well as the complete line of Irwin class-room furniture and auditorium seating — at the AASA National Convention —

Atlantic City, Booths I-27 - I-29,
Feb. 18-23, 1956



SPOTLIGHT

by both national political parties as a major issue for the Congress during the session, which began January 3.

Immediately after the regular meeting, the Commission sponsored a two-day conference of the 43 state federal relations chairmen, December 10-11. Discussion again centered on pending school construction legislation and the effects of the White

House Conference upon it.

The chairmen also considered most effective ways to support the legislation at the local, congressional district and state level.

12,000 Take Credit Courses By Educational TV

Some 12,000 persons—enough to fill a large university—took credit courses by television last year, it was announced recently. Some 44 different institutions offered these



courses.

These 12,000 persons would fill a large university.

Rural Educators to Explore Kind of Schools for Youth

ATLANTIC CITY, N. J.—What kind of schools do we need for our rural boys and girls today?

A panel discussion on this question will be a key point in the annual meeting at Atlantic City, February 20, of the Department of Rural Education.

Douglas MacRae, assistant superintendent of schools, Fulton County, Atlanta, will direct the panel.

Serving with him are school board members John Barnes, Mt. Holly, N. J., Mrs. Alice Jahn, Cudahy, Wis., and William Mende of Neshanic, N. J.; Mrs. Sidney A. Gaylord, PTA leader, Lyons Falls, N. Y.; Ralph Norris, county superintendent, Des Moines, Iowa; and John Wilcox supervising principal, Candor, N. Y., Central School.

Clifton Huff, professor of education, Kansas State Teachers College, Emporia, and Rural Department president, will be in charge of the program.

Howard Dawson, executive secretary of the Department, will discuss "Factors Affecting Rural Education Today" at the annual luncheon to be held after the panel discussion meeting.

Four UBEA Divisions Plan Joint Meeting

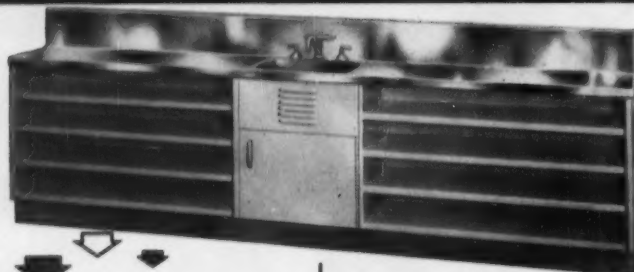
CHICAGO—Four divisions of the United Business Education Association will hold a joint convention here February 16-18, it was announced recently.

Approximately 400 business education leaders from all parts of the country are expected to attend.

Joint sponsors of the convention

SE-347

pupil... teacher... school administrator...
**EVERYBODY BENEFITS WITH THE
GRADE-AID COMBINATION SINK—
WORK COUNTER AND STORAGE CUBICLES!**

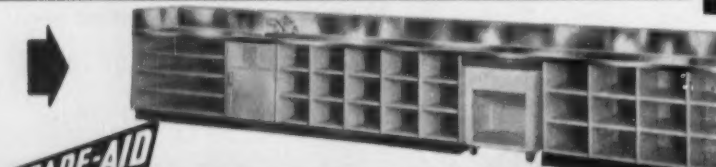


Yes, everybody enjoys the benefits of this wonderful all-steel Grade-Aid combination sink-work counter and storage cubicles. Pupils like it because it's "height-fitted" to their primary or grammar grades — teachers find it easy to keep clean, with plenty of storage space — school executives like its permanence, its ability to withstand abuse! No wonder GRADE-AID is being acclaimed in hundreds upon hundreds of classrooms, in both new schools and old!

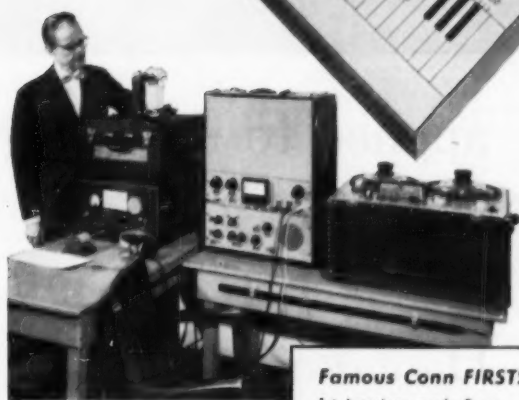
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- **FUNCTIONAL SPACE SAVER** — combines many uses into one compact unit! Shelf units, cubicles, sink and top can be grouped in any way to any length!
- **HEAVY-DUTY STEEL CONSTRUCTION** — strong and durable! Eliminates defacing and "carving"! Stainless steel top for lifetime use (plastic or linoleum also available)!
- **EASY TO INSTALL** — unit shipped completely assembled, ready for plumbing connections!

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Above, Dr. Earle L. Kent, director
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physical elements. On the white
cylinder is a permanent, visual
record of the components of a
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Research "Captures Tone" for Study

WHAT IS A GOOD TONE? What is a poor tone? What makes the difference? For a long time physicists have known that tone quality was a matter of harmonics. But harmonic analysis of a tone has until recently been a long and laborious task, and knowledge of tone quality has progressed at a snail's pace. Today, Conn is able to make rapid analyses of the harmonic structure of any tone.

From a great wealth of data developed during the past several years, Conn has gone a long way in answering the questions about tone and how to build better tone quality into wind instruments. For superior tone quality, always choose a genuine Conn instrument . . . and be SURE!

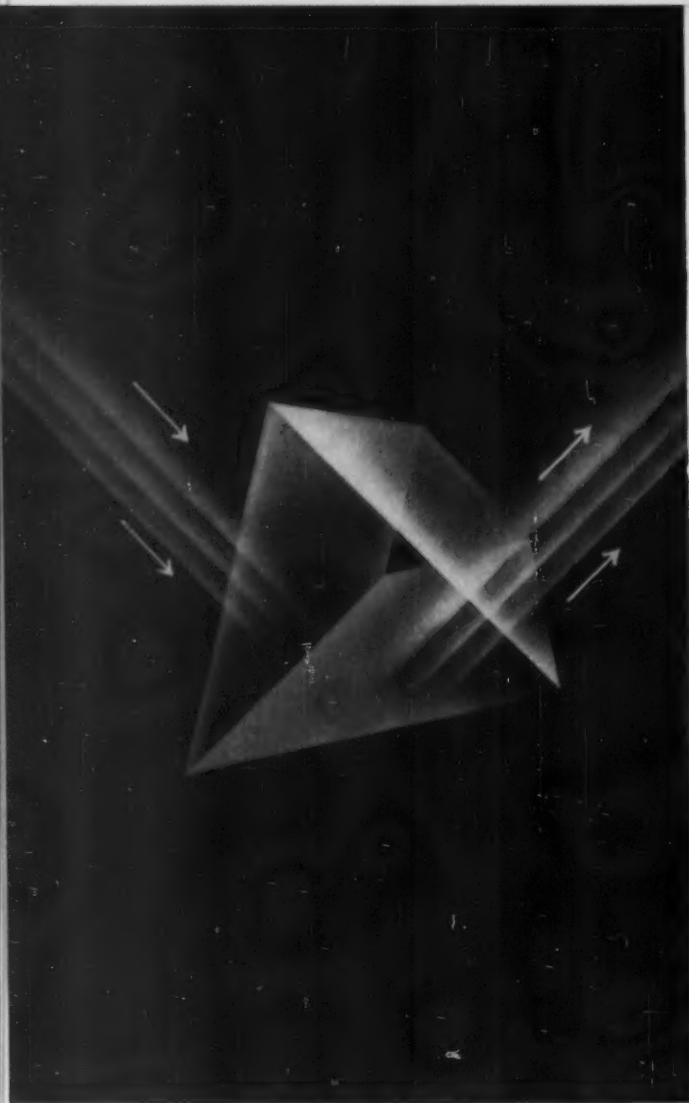
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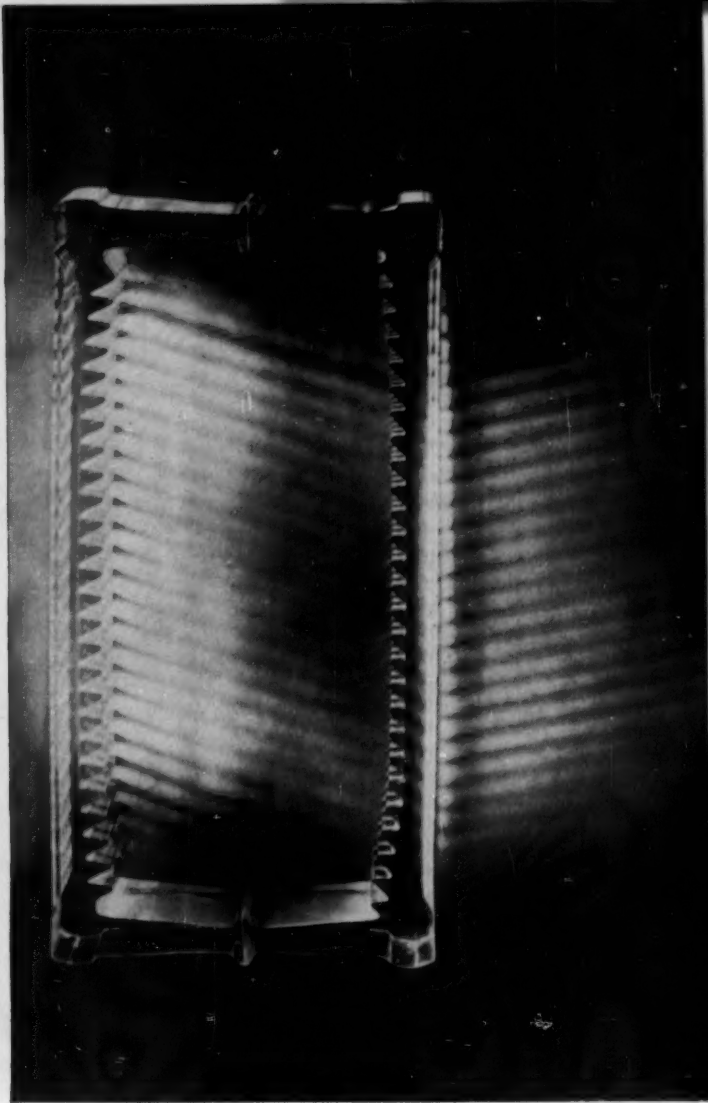


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applied to the design
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How PC Glass Blocks "discipline" daylight for classrooms is shown in the two illustrations directly above. The familiar light-bending characteristic of the optical prism is utilized in PC *light-directing* Glass Blocks. This is demonstrated in the cut-away section above. Light, entering from the left, is refracted by the internal prisms and directed upward to the ceiling. From here, the light is diffused evenly throughout the room. *Only prismatic Glass*



produces optically-controlled daylight that
creates an optimum learning environment

Blocks provide this optically-controlled daylight. The result . . . balanced illumination that eliminates distracting glare and high-contrast shadows. Students see better—learn better.

Our brand new booklet on daylighting for schools gives complete information. Write Pittsburgh Corning Corporation, Department 260, One Gateway Center, Pittsburgh 22, Pennsylvania. In Canada: 57 Bloor Street West, Toronto, Ontario.

*Visit us in Booth Nos. I-48 and 50, at the
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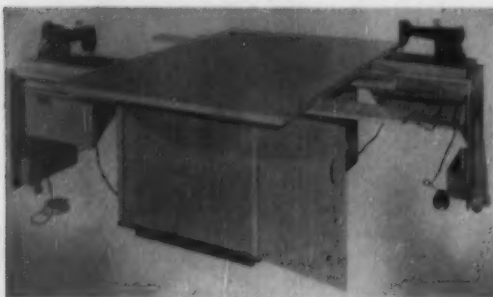


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SPOTLIGHT

are National Association of Business Teacher-Training Institutions, UBEA Research Foundation, Administrators Division of UBEA, and U. S. Chapter of the International Society for Business Education. Convention headquarters will be at the Conrad Hilton Hotel.

Galen Jones, director of the Study on Economic Education, Council for Advancement of Secondary Education, will give the keynote address. Kerry Smith, executive secretary, NEA's Association for Higher Education, will be luncheon speaker.

Convention theme will be "Business Teacher Education and Economic Competency."

NJEA, NEA Defense Group Probe Bridgewater Case

WASHINGTON—The New Jersey Education Association and the National Commission for the Defense of Democracy Through Education of NEA joined in an investigation in December of a long-standing school board-superintendent controversy in Bridgewater Township, N. J. The report of the investigation will be covered in a future issue of THE SCHOOL EXECUTIVE.

Among the educators who served on a special committee to conduct the investigation were Norman George, first vice-president, Pennsylvania State School Directors Association; Roy H. Ostrander, superintendent of schools, Mineola, N. Y., and Francis Chase Rosecrance, associate dean, School of Education, New York University.

Lewis R. Applegate, public relations director, New Jersey Education Association; Cyrus C. Perry, Defense Commission legal counsel, and Richard B. Kennan, executive secretary, Defense Commission, also assisted in the investigation.

Givens Heads U. S. National Commission for UNESCO

WASHINGTON—Willard Givens, former NEA executive secretary, was elected chairman of the U. S. National Commission for UNESCO at a Com-

Here's better



Master-keyed

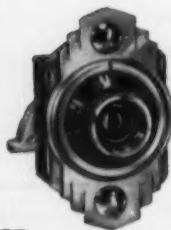
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Dudley Master-Keyed Locker Locks give you extra security. The inside groove of the unique Dudley Master Key can't be duplicated on commercial key-making machines. The pattern of every Dudley Master Key is recorded. Duplicates are cut from code, supplied only after absolute proof of authority.

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| • Bin Units | • Drawing Tables | • Parts Cases | • Wood Working Benches | • Hanging Cabinets | • Bench Drawers | • Hopper Bins | • Shop Desks |

SPOTLIGHT

mission meeting in Cincinnati, Ohio, November 3 (see January, page 121).

Dr. Givens succeeds Major Gen. Milton B. Baker, head of Valley Forge Military Academy and chairman, Reserves Policy Board, Department of Defense.

Dr. Givens has been associated with UNESCO since its inception, and was instrumental in laying the groundwork for the organization as

early as 1942. He headed NEA for 18 years until his retirement in 1952.

Since his retirement, Dr. Givens has toured Southeast Asia, completed an assignment with the Philippine Public School Teachers Association and recently undertook a survey of the Hawaiian school system.

Harvard Has New Research Setup for Future Schoolmen

CAMBRIDGE, Mass.—As a part of its work in training school administra-

tors, a new kind of research survey of local communities and their school systems will be developed by the Harvard Graduate School of Education in the next four years.

The new survey will be longer than present "field studies" and of greater benefit both to local communities and to Harvard administrative trainees, who carry out such studies under professional direction.

It will be designed to solve pressing local school questions, to find and test problems of interest to social scientists, and to contribute to advanced knowledge of educational theory.

Dean Francis Keppel announces that the School's work in educational administration will be carried out with the assistance of a four-year grant of \$216,000 from the W. K. Kellogg Foundation of Battle Creek, Mich. The program will be guided by the School's Center for Field Studies.

"Case study" institutes

A related project will be the beginning of intensive training institutes for school superintendents already in active service. The first session is planned for the summer of 1956. It will deal primarily with "case-studies" of actual administrative situation.

The new survey program will continue and refine methods developed during the past five years for the training of future and present school superintendents and principals.

The "field study" is the core of the School of Education's method of training school administrators, many of whom have already had experience in community jobs. They gain more experience in making actual decisions on real local problems, and use of the related "case-method" of teaching is tied into their formal courses.

The new kind of study will combine and go beyond the two kinds of studies now carried on by the School's faculty and students.

On the one hand are surveys contracted for by local school committees, which analyze severe school and community problems—buildings, personnel, growth, financing and the like.

On the other hand are studies de-

WHEN CONSIDERING SCHOOL BUILDINGS MAKE THE WASHING FACILITIES THE NO. 1 CONSIDERATION

- Help prevent spread of Polio and other diseases.
- Save water with Bradley Washfountains.



Washroom adjoining cafeteria, Lake High School, Salisbury, Maryland. Architect, Edwin Wilson Booth. Bradley 54-in. Washfountains. Walls, pearl gray; Base, gloss black; Floor, sand buff; Textone Pavers.

BRADLEY Washfountains

- Foot-control eliminates all faucet contacts and maintenance
 - No water waste—removal of foot cuts water supply immediately
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 - Piping connections reduced 80%—installation costs cut
 - Save 25 per cent floor space
- Architects, school authorities, plumbing and engineering firms recommend Bradleys . . . the most widely used sanitary washing facilities.



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How to make School Maintenance *A Beneficial Program*

rather than an expensive chore

When asked the definition of school maintenance, an administrator once said, "Well, it's nothing more than keeping the building and equipment clean . . . and, of course, making the necessary repairs or replacements." But he has changed his opinion.

Today . . . with all its high costs and high taxes . . . you can't afford to be content with "keeping the building and equipment clean." Too many "necessary repairs or replacements" are sure to follow. Progressive school administrators and custodians realize that maintenance now must mean *preserving* as well as cleaning . . . *rejuvenating* depreciated floors to prevent so many repairs or replacements . . . adopting a definite program that will assure the longest possible building life and best educational returns on the original investment. It's not just an expensive chore.

For more than thirty years Churchill has been a leader in establishing higher standards of school maintenance . . . for the benefit of students, parents and all taxpayers. Churchill products are not ordinary sales items made to meet competitive prices, but integral parts of tried and proved programs or methods which assure best possible results. Churchill representatives and distributors (covering every section of the country) are not classed as salesmen, but experienced *consultants* . . . always ready and willing to help you find the best possible solution to every maintenance problem. If you are not familiar with this unusual service, be sure to call your nearest distributor or representative, or write directly to the factory.

This extensive 60-page catalog outlines school maintenance programs of today; illustrates and describes the complete Churchill line. It's yours for the asking.



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SPOTLIGHT

signed by social scientists to obtain special information about community activities or attitudes, and to draw conclusions important to theory and scholarship in education and the social sciences.

An example of this is the School's

"Bay City" study—an exhaustive investigation of community attitudes toward education.

The projected type of study will also be on a contract basis, will be up to three years long, and will draw heavily on the knowledge and techniques of social scientists as well as educational experts.

Ed Press Lists Top Ten Events In 1955 as Selected by Brodinsky

Every year, the *Edpress Newsletter*, publication of the Educational Press Association, asks B. P. Brodinsky, editor of educational publications for Vision, Inc., to select the top ten educational news events.

The following are his choices for 1955 (see also *Educational News-Makers* in '55, *THE SCHOOL EXECUTIVE*, January, page 108):

1. Some 500,000 persons in the 48 states and territories take part in conferences prior to the White House Conference on Education, examining closely state and local problems of public education.

2. Two thousand delegates assemble in Washington for the White House Conference on Education—the first such meeting in the history of

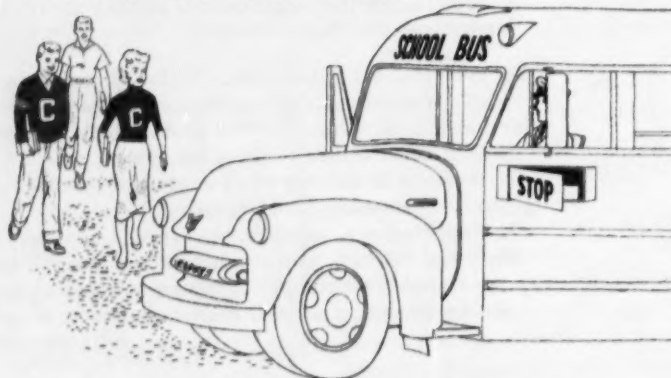
the United States—and approve "increased federal participation in education."

3. The U. S. Supreme Court issues decrees and declares that segregation in public education must end with all deliberate speed.

4. Dr. Herold Hunt, former school superintendent, becomes Under Sec-

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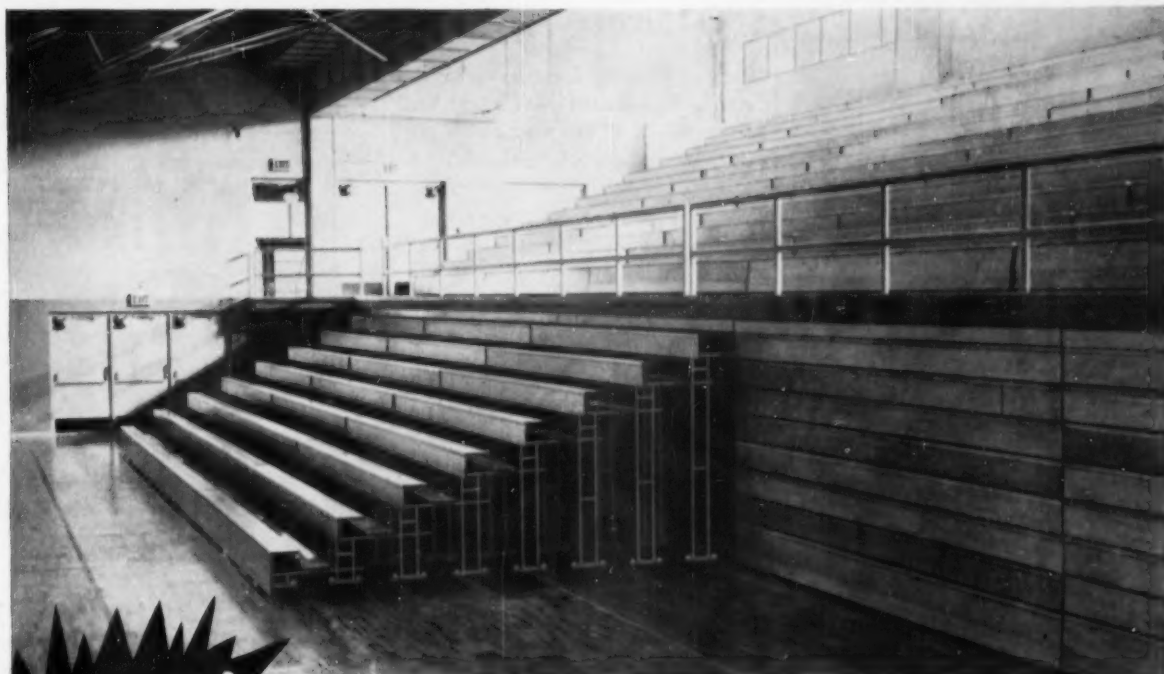
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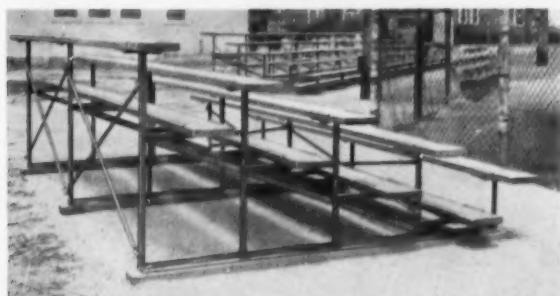


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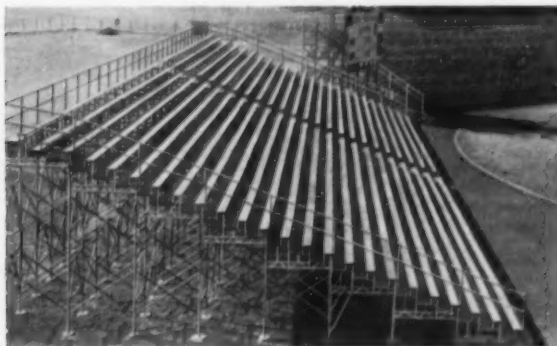
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retary of Health, Education and Welfare, the first time so high a post has been given to a man who knows the every-day problems of schools and colleges.

5. Business and industry set up their own aid-to-education plans as reflected in the establishment of the National Merit Scholarship Foundation and grants by Esso, Shell, Eastman Kodak and other concerns.

6. Educators reexamine the reading instruction methods in the early grades, following an attack by Rudolf Flesch that most elementary-school children can't read.

7. Congress fails to enact President Eisenhower's plan for school construction, despite a great build-up for the proposal by the administration.

8. Millions of school children roll up sleeves to receive Salk anti-polio vaccine in one of history's greatest mass attacks on a dreaded disease.

9. The National Citizens Commission for the Public Schools, after stimulating the creation of thousands of citizens committees, ends six and one-half years of activity.

10. Despite the many problems that plague public education, some 1,138,000 teachers (and other types of school personnel) provide instruction to 22,101,000 elementary and 8,472,000 secondary school pupils in the public schools of the United States.

Testing Service Launches Secondary School Program

NEW YORK—The Educational Testing Service has announced the launching of a secondary education project, to state in terms of student behavior the desired outcomes of general education in the high school.

John E. Dobbin, director, Cooperative Test Division, will administer the project for the Educational Testing Service. Will French, professor emeritus, Teachers College, Columbia University has been selected executive editor. He will be responsible for the work of various committees which will participate in the project, and will prepare the final report for

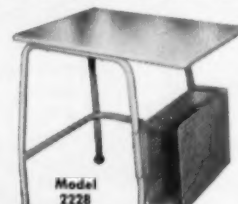
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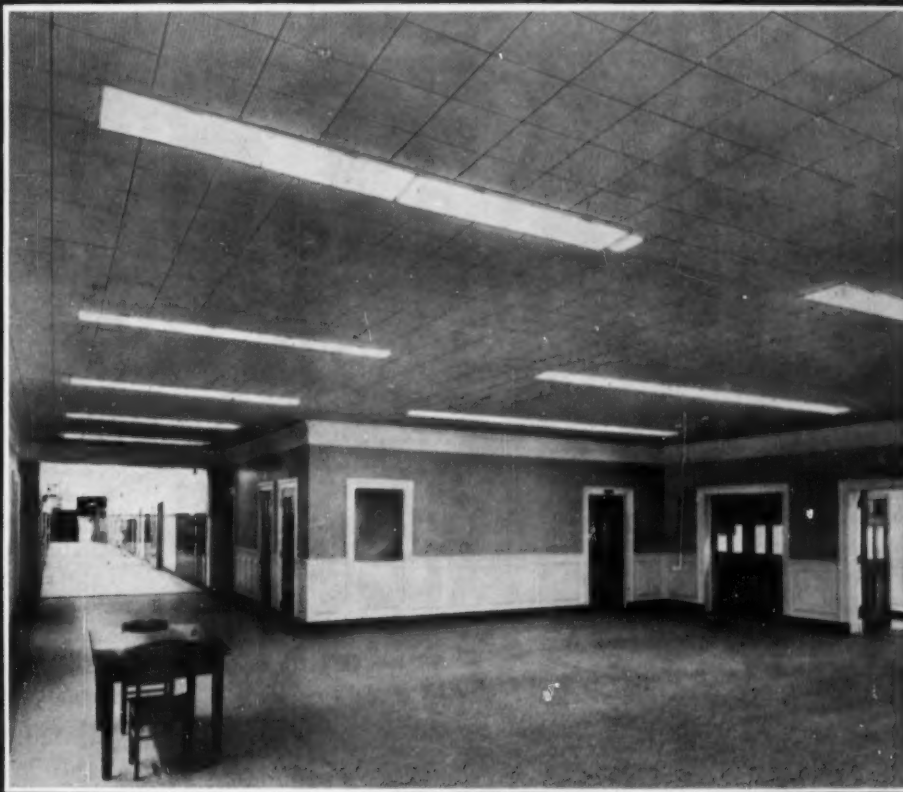
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Johns-Manville Fibre-tone offers an acoustical ceiling which is highly efficient yet modest in

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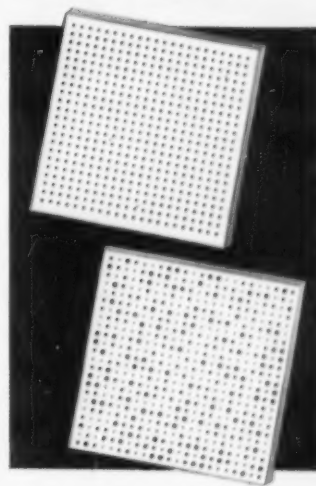
For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. SE, New York 16, New York. In Canada write 565 Lakeshore Road East, Port Credit, Ont.

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publication.

A Planning and Editorial Committee has already been named, containing leading educators. Other professional committees of consultants and reviewers and a citizens advisory committee are being developed.

These committees will be responsible for suggesting the principal types of behaviors sought, for critically reviewing these suggestions and for evaluating them.

The consultants and reviewers will be selected from teachers colleges, schools of education, state departments of education, local school systems, liberal arts colleges and a group of representative citizens. About 50 or 60 people will be involved in important aspects of the project.

The results of the survey will be published in Spring, 1957 by the Russell Sage Foundation, which is financing the project.

One-Man Rule Decreases In All Types of Management

In business and industry, one-man rule is decreasing, according to Lawrence A. Appley, president of the American Management Association.

Mr. Appley says the concept of "participation" is evident not only in business, but in government, labor unions and educational institutions.

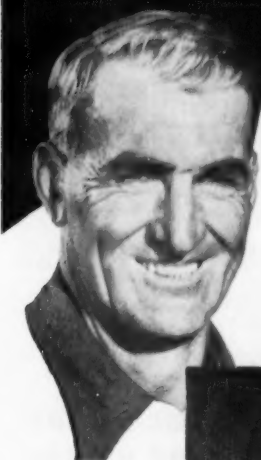
More than ever before, executives think of themselves as members of a team rather than a hierarchy, he says.

Teacher Standards Group Discusses Improving Level

WASHINGTON—"Next Steps in the Improvement of Teaching Services" was the theme of seven regional conferences held during January by the National Commission for Teacher Education and Professional Standards of NEA.

According to T. M. Stinnett, NCTEPS executive secretary, the conferences were held to chart the next steps in the continued improvement of professional standards in the face

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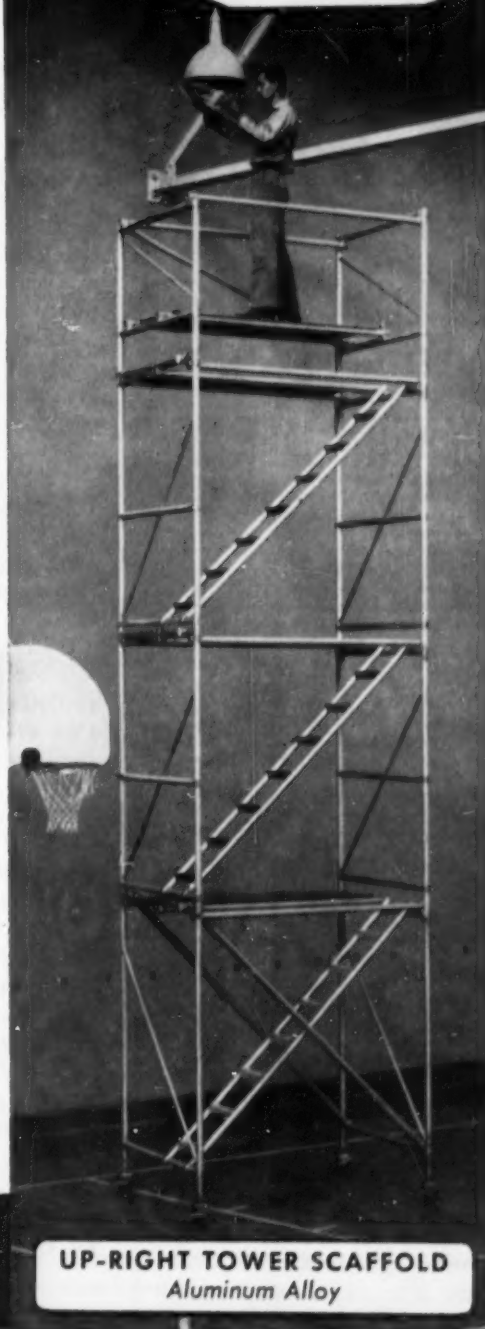
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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of critical shortages of teachers, rapidly increasing enrollments, and widespread demands to lower the quality of teaching services.

The conferences took place in Boston, January 6-7; Washington, D. C., January 9-10; Atlanta, January 13-14; Chicago, January 16-17; Kansas City, Kans., January 20-21; Salt Lake City, January 23-24; and San Francisco, January 27-28.

Crow Elected President At NAPSAC Meeting

ST. LOUIS—Ralph Crow, director of adult education, Cleveland, Ohio, was elected president of the National Association of Public School Adult Educators at the Association's third annual conference here at the end of last year.

Other officers elected during the meeting are: Everett Preston, director of adult education, State Department of Education, Trenton, N. J., vice-president; and Margaret Kielty, director of adult education, Fitchburg, Mass., secretary-treasurer.

R. J. Pulling, chief, Bureau of Adult Education, Albany, N. Y., is immediate past president of the association.

One of the highlights of the conference was the presentation of the annual NAPSAC Merit Awards to five adult educators who have rendered distinguished service over many years.

This year's award winners included: Wil Lou Gray, director, The Opportunity School of South Carolina, West Columbia; Edna Yanda, Office of Adult Education, Cleveland Public Schools; E. Manfred Evans, assistant superintendent, Los Angeles City Schools; John Holden, consultant, Continuing Education Service, Michigan State University, East Lansing; and Albert Owens, director of school extension, Philadelphia Public Schools.

Chemist Group Project To Help Science Teachers

NEW YORK—The Manufacturing Chemists' Association today an-

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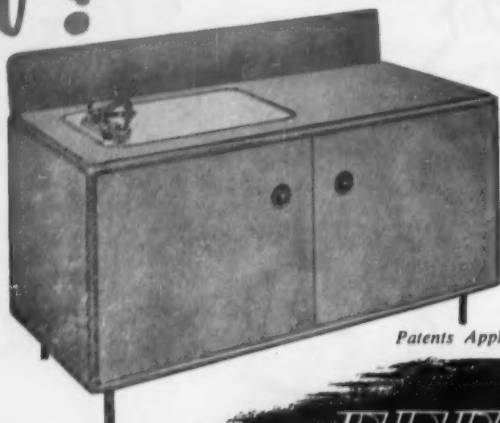
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nounced that it will soon embark on a program designed to assist science teachers and students in the junior high schools, as part of its expanding activities in the field of education.

Formulation of the program is now being completed and pilot testing in a few school systems in various sections of the country will begin in the early part of 1956. Once the program has been perfected it will be made available to MCA member companies for execution in their own plant communities.

The program was announced by Glen Perry, assistant director of public relations, E. I. duPont de Nemours & Co., Inc., and chairman of MCA's Industry Education Program Committee.

Mr. Perry appeared on the panel "How Your Company Can Inspire Youth Toward Science Careers" at MCA's Semi-Annual Meeting at Hotel Statler today.

"In our planning," said Mr. Perry, "we have considered it advisable to establish a rough blue-print for the next five years, encompassing a range of activities from the elementary levels through the senior high schools.

"The pilot program for the present year, gauged for the junior high school alone, involves the preparation, use and testing of materials such as a teacher's source and experiment book, a student experiment booklet, a wall chart, and a vocational guidance publication."

College Intramural Sports Moving Beyond Campus

WASHINGTON — College intramural sports programs will be highlighted in a report to be issued in early Spring by the American Association for Health, Physical Education, and Recreation.

Carl E. Troester, AAHPER executive secretary, said that the report will contain recommendations made by delegates who attended the National Conference on Intramural Sports for College Men and Women in the NEA Educational Center last fall.

The conference, first of its kind to

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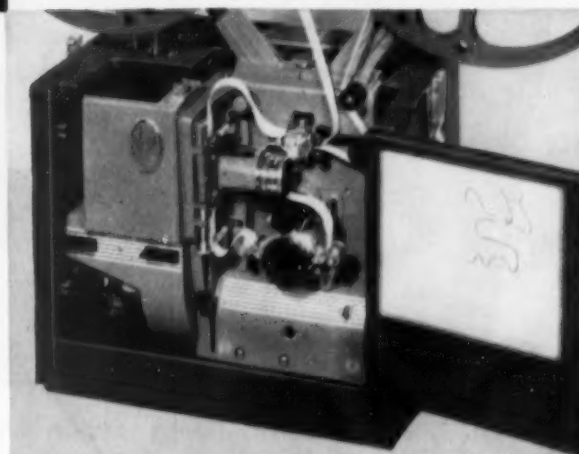
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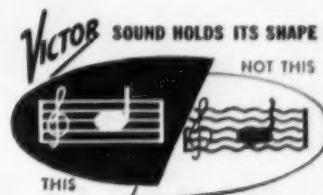


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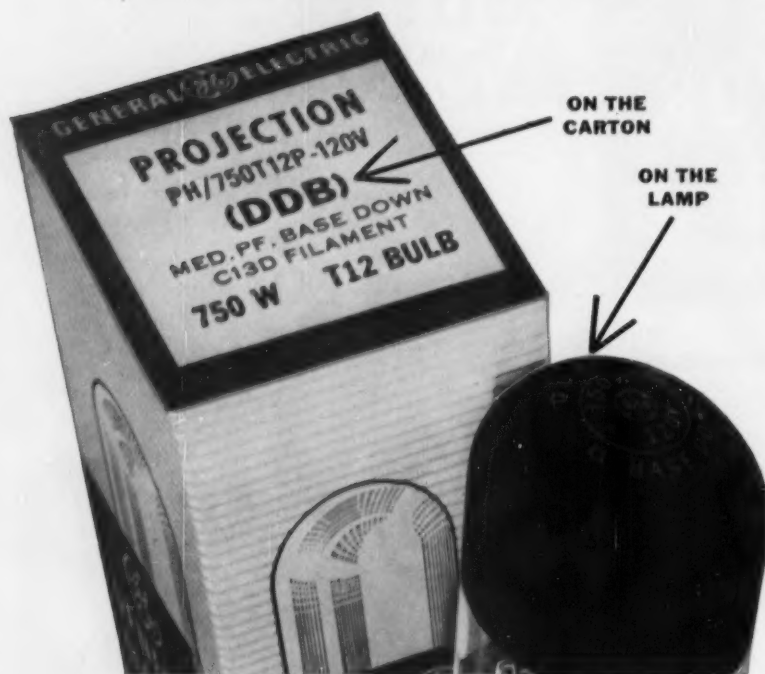
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Present marking will also be carried on the carton for a time, so you can order as usual to replace present stocks. Once you have lamps with the new coding, you can use the new, simplified ordering system. Next order, be sure to specify *General Electric* Projection Lamps, the lamps that give more screen brightness, more uniform light on the screen and, now, simplified coding!



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SPOTLIGHT

be held, was co-sponsored by AAHPER, the College Physical Education Association and the National Association for Physical Education of College Women.

"The delegates recommended that in view of the enormous increase in the student population in the next decade, facilities must be rapidly ex-



panded and the modern intramural program should reach beyond the campus and embrace the facilities of communities, parks, and the outdoors," Dr. Troester said.

"Outing activities such as winter sports, hunting, fishing, boating, cycling, hiking will be especially emphasized in the report."

Two Conferences Planned On "Dangerous Era"

WASHINGTON—Two conferences of the series on "Education in a Dangerous Era" will be held in February under the sponsorship of the Ohio Education Association, the Nebraska State Education Association and the National Commission for Defense of Democracy Through Education.

The first will be held at Columbus, Ohio, on February 10; the second, at Grand Island, Nebr., on February 14.

According to Richard B. Kennan, NEA Defense Commission executive secretary, attendance at these meetings is made up of lay and professional leaders, with the former predominating.

Discussions are concerned with the problems of greatest concern to American citizens, particularly as they affect the schools.

"New Horizons" is Theme Of AACTE Convention

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will devote their attention to "New Horizons in Teacher Education" when they meet in this city February 16-18 for the eighth annual convention of the American Association of Colleges for Teacher Education.

Edward C. Pomeroy, AACTE executive secretary, announced that L. D. Haskew, dean, college of education, University of Texas, Austin, and AACTE president, will open the first general session with an address "Toward New Horizons: The 1956 Annual Meeting."

Gordon K. Chalmers, president, Kenyon College, Gambier, Ohio, will also speak at this session. His talk will be on "Liberal Education as Practical Education."

Convention participants, who are representatives from 282 campuses across the nation, will take part in numerous discussion groups and clinics during the three-day meeting.

Among the topics to be considered by these groups are: making direct experience educative, effective administration for democracy, public participation in teacher education, recruitment with vision, advanced degrees and master teachers, mental health—lip service or action.

Rees Hughes, president, Kansas State Teachers College, Pittsburg, Kan., and president-elect, AACTE, will address the closing session.

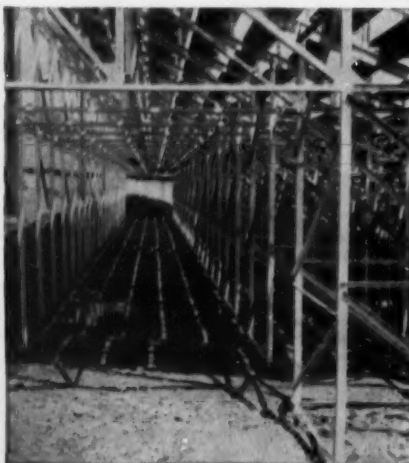
AACTE, a department of the National Education Association, is a national organization for the improvement of teacher education. Its 282 member institutions are responsible for the preparation of approximately half of the teachers who have chosen teaching careers in the public schools of the nation.

50 Field Workers Attend NEFSA Washington Meeting

WASHINGTON—The eighth annual winter meeting of the National Education Field Service Association, De-

SE-372

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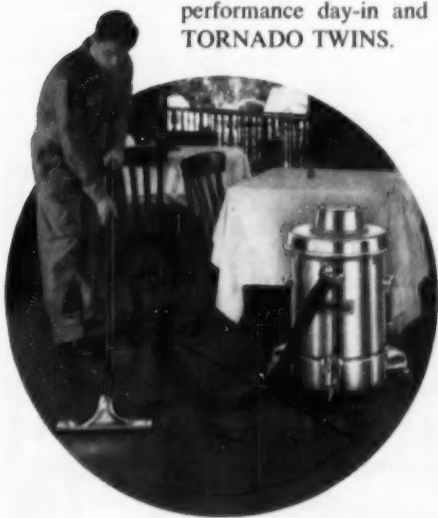
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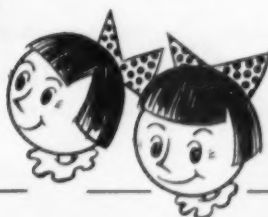
can clean up your Maintenance Costs, too!

Whatever your cleaning needs are, the TORNADO TWINS can do the job quickly and easily . . . cut your maintenance costs, too! They are constructed to take the "knocks," stay out of the repair shop and designed to give top performance day-in and day-out. Here's why you'll save money with the TORNADO TWINS.



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A super quiet vacuum cleaner that surges with power the instant the 1 H.P. motor starts. Separate cooling stream around the motor insures against moisture, dirt and dust. Wet or dry pickup can be done by simply removing the inside filter. The 350 m.p.h. suction speed enables you to pull dirt and water out of every crack and crevice, effortlessly. For a thorough, economical cleaning job buy the Tornado Noiseless.



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cember 13-16, was attended by 50 field workers from 29 states, reports Karl H. Berns, assistant executive secretary for field operations of NEA.

William G. Carr, NEA executive secretary, welcomed the group at the opening session in the Woodner Hotel. Franklin R. Bruns, Jr., feature writer, *The Washington Post and Times Herald*, was guest speaker at the opening night banquet.

Child Growth Affected by Classroom Environment

NEW YORK — Technical aspects of school classrooms greatly affect the learning and achievement of children, concluded 500 educators and engineers meeting December 9 and 10 at New York University for an Institute on Classroom Planning.

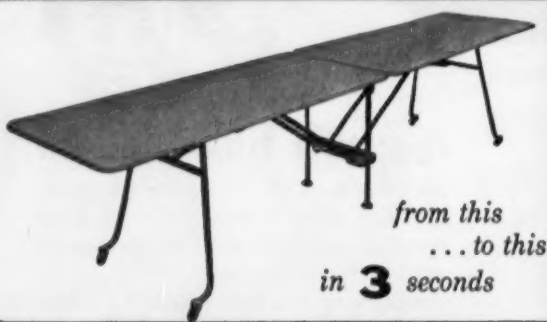
Discussions and experimental demonstrations dealt chiefly with classroom lighting, heating, color and equipment as related to the performance of school tasks.

The conference was held to consider ways that state education associations can render better service to their members, Dr. Berns said, and participants discussed various state programs in a series of group discussion sessions.

Guest consultants invited to the conference included E. J. Forio, vice president, Coca Cola Company, Atlanta, Ga.; and Theo Heckel, vice president, Washington National Life Insurance Company, Evanston, Ill.

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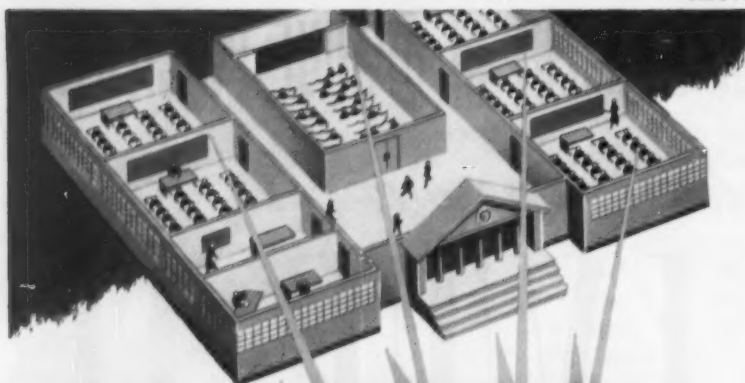
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these factors. How children grow depends in large measure on classroom environment.

The conference was sponsored by New York University's School of Education with the assistance of Darrell Boyd Harmon and Associates.

Classroom Teachers Hear Miss Walker at Meeting

AUSTIN, Texas—Waurine Walker, junior past president of NEA, will address the annual South Central Regional Conference sponsored by the NEA Department of Classroom Teachers here, February 3-5.

Miss Walker is director of Teacher Relations and Certification, Texas Education Agency.

Elizabeth Yank, DCT president and teacher from Marysville, Calif., will greet approximately 300 classroom teachers at the first general session.

Hilda Maehling, DCT executive secretary at NEA headquarters, will speak to the group on the final day on "Professional Organizations."

One of the highlights of the conference will be a panel discussion by a psychologist, an FBI reporter, a parent, and a classroom teacher, on "Let's Discuss Discipline."

Other discussion groups will consider such topics as improvement in reading instruction, promoting public education, and accreditation.

NEA Project Spotlights Teachers as Citizens

WASHINGTON — NEA's Citizenship Committee is in the midst of a nationwide project to focus attention on teachers as political citizens, according to Lucile Ellison, assistant secretary, NEA's Defense Commission and committee headquarters contact.

The committee is working with 140 local education associations, who agree to serve as pilot groups for the nation, to highlight the role teachers can play as full-time citizens in each community, Mrs. Ellison said.

"The opportunity teachers have as leaders in the development of a more virile citizenship is being pointed out in a series of articles on good voting

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practices now appearing in the *NEA Journal*," Mrs. Ellison added.

"The Committee feels that it is time for teachers to take a new look at themselves as political citizens. The November *Journal* carried the first of the committee's work looking toward this new focus, a centerspread on voter registration. The second of the series, on election day laws and practices, appeared in December. In February, one is scheduled on 'What Is Your Political Quotient?'"

The series have been prepared by the Citizenship Committee in collaboration with Mrs. Edgar B. Stern, president, Voters Service; Kenneth W. Hechler, associate director, American Political Science Association; Bernard L. Lamb, director, Field Organization, National Republican Congressional Committee; Philip M. Stern, director of research, Democratic National Committee.

Reprints of the articles may be ordered from NEA, 1201 16th Street, N.W., Washington, D.C.

Applying Creativity is Theme Of ASCD March Meeting

NEW YORK—Major aspects of the eleventh annual conference of the Association for Supervision and Curriculum Development of NEA, meeting here March 19-23, will be built around the theme "Creative Thinking, Living and Teaching," according to George W. Denmark, ASCD executive secretary.

Taylor heads panel

Variations of the theme will be presented all during the meeting by top educators from all parts of the nation.

Harold Taylor, president, Sarah Lawrence College, Bronxville, N.Y., will serve as chairman and moderator for a panel discussion on creative thinking; Harry and Bernice Moore of the University of Texas, Austin will discuss creative living in a conversational lecture at the second general session.

Laura Zirbes, professor emeritus of Ohio State University, Columbus, will use creative teaching as the theme of her address at the third general

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"SEXAUER" finds the answer—after 34 years research

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EASY-TITES are made of super-tough, pliable duPont compound (neither rubber nor fibre) to withstand super-hot water and make tight even on worn, corroded seats. They are further reinforced with a vulcanized layer of Fibreglas to resist distortion and splitting from shut-off squeeze.

The hidden costs of faucet leaks!

As authenticated by Hackensack, N. J. Water Co. and American Gas Association, stopping just ONE pin-hole (1/32") size leak can reduce water waste 8,000 gal. monthly. Stopping a hot water faucet "drip" can result in water and fuel saving of over \$7.58 QUARTERLY—plus material and labor costs and costly fixture replacements!

That's why thousands of Government Agencies, Housing Projects, Hospitals, Colleges, Schools, Manufacturers, Hotels, Realities and Utilities—country wide—look to "SEXAUER" Technicians skilled in plumbing maintenance know-how. They are trained to determine stock levels thru complete SURVEYS of actual fixtures in service and to install stock systems that avoid overstocking and shortages.

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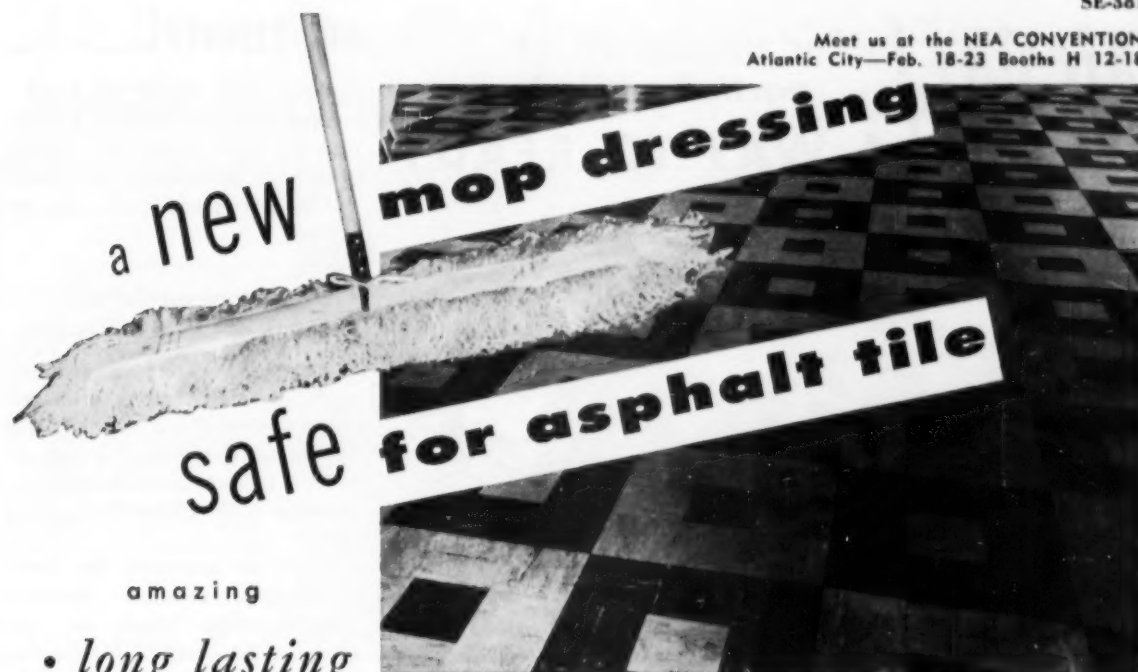
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- long lasting
- non-flammable **super HIL-SWEEP**
makes dirt and dust disappear!

Magnetically attracts dirt and dust, holds it to the mop. No kick-up of dust, to re-settle later.

Super HIL-SWEEP is easy to use. Just spray or sprinkle it on mop the night before. Penetrates evenly into cotton wicks. Stays in the mop without build-up; just shake mop to release dust. Makes daily maintenance fast, simple, effective.

- **Saves Frequent Scrubbings**

Super HIL-SWEEP picks up the dirt before it has a chance to grind in. Leaves the surface dust-free, with renewed lustre.

- **Formulated for Asphalt Tile—**

Safe for any surface.

- **Fire-Safe, Too**

Will not freeze—yet has no flash point.

No fire hazard in use. No spontaneous combustion of mop or dressing in storage.

- **Keeps Your Floor Slip-Safe**

Keeps a safe floor safe—does not affect the non-slip properties of your floor.

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Super HIL-SWEEP evaporates very slowly; stays in the mop. Sweeps entire area without re-treating mop.



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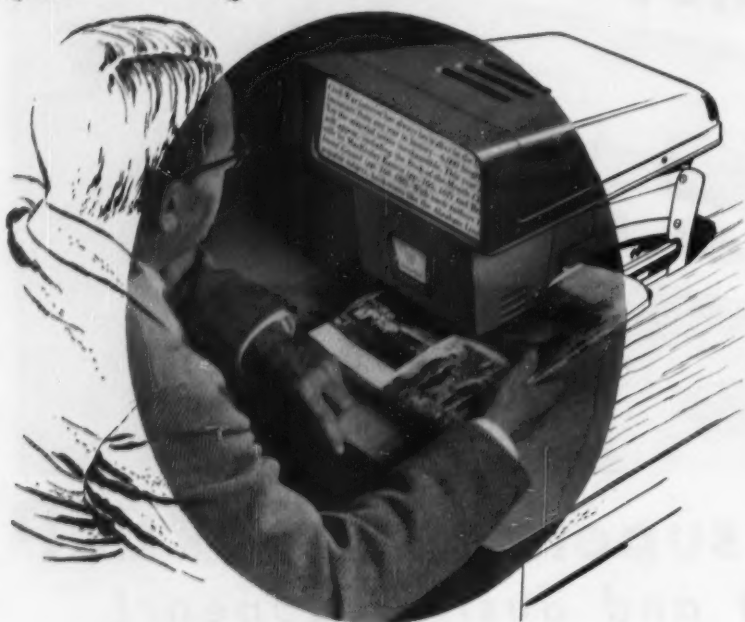
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This new device offers sight-saving classes an exceptional new reading aid. In addition, many students with impaired vision can now attend regular classes. Pilot models, field tested by visually handicapped children, have been enthusiastically accepted by them. Low cost makes the AO Projection Magnifier attractive to school budgets and well within the means of any family needing one to assist in home study.

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SPOTLIGHT

session.

Ethel Huggard, associate superintendent, New York City Public Schools, is chairman of the general arrangements committee for the conference.

Ten Leaders on Advisory Council of Award Group

EVANSTON, Ill.—Ten prominent educators have been named to the Advisory Council of the National Merit Scholarship Corporation, it was announced today by John M. Stalnaker, president of the scholarship granting agency.

It was also announced that Lloyd S. Michael, principal, Evanston Township High School, has been named to the Board of Directors of the NMSC, according to Laird Bell, chairman of the board.

NMSC, an independent, non-profit corporation, conducts an annual national talent search for those high school seniors throughout the U. S. who exhibit the highest promise to benefit from a college education.

Winners of the 1955-6 search will share in some \$3 million in awards. The Merit Scholarships are good in any accredited U. S. college for any course of study leading to a baccalaureate degree.

\$20.5 million, 10 years

The basic program has been underwritten for ten years to the extent of \$20.5 million by the Ford Foundation and the Carnegie Corporation of New York.

The awards include scholarships sponsored by Sears Foundation, Time Inc., Stewart-Warner, McGraw-Hill, Johnson Motor Lines, Pittsburgh Plate Glass Foundation and General Foods.

The Advisory Council, which will consider the wide range of problems inherent in selection of the best possible scholars, will include:

Theodore A. Distler, executive director, Association of American Colleges; Paul E. Elicker, executive secretary, National Association of Secondary School Principals; Rev. John J. Green, O.S.F.S., secretary of sec-

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- Table available in beautiful blond or dark wood.
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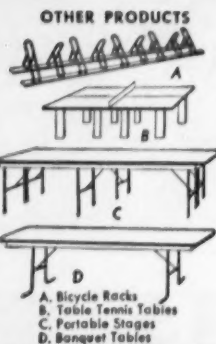
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ondary education, National Catholic Educational Association, and Arthur Howe, Jr., director, Office of Admissions and Freshman Scholarships, Yale University.

Also on the Council are Morris Meister, principal, Bronx High School of Science, New York; R. B. Norman, vice president, National Association of Secondary School Principals and principal, Amarillo High School, Amarillo, Texas, and Paul W. Pinckney, principal, Oakland High School, Oakland, Calif.

The rest of the Council includes Mary A. Sheehan, principal, Monroe High School, Rochester, N. Y.; Raymond G. Wilson, executive secretary, Commission on Secondary Schools, Southern Association of Colleges and Secondary Schools, Atlanta, and Wilford H. Woody, principal, West High School, Denver.

In addition to Dr. Michael, members of the board are Laird Bell, chairman and partner, Bell, Boyd, Marshall & Lloyd, Chicago; Walter Lee Cisler, president, Detroit Edison Company; Ward Darley, president, University of Colorado, and John S. Dickey, president, Dartmouth College.

Other board members include J. W. Edwards, superintendent of schools, Portland, Ore.; Henry T. Heald, chancellor, New York University; Dexter M. Keezer, vice president, McGraw-Hill Publishing Company, and Nancy D. Lewis, dean, Pembroke College.

The rest of the board includes Isidore Newman II, president, Maison Blanche Company, New Orleans; Hollis F. Price, president, LeMoyne College; John M. Stalnaker, president, National Merit Scholarship Corp.; Sidney J. Weinberg, partner, Goldman Sachs & Company, New York, and Robert E. Wilson, chairman of the board, Standard Oil Company, (Indiana).

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Architect: Smith & Dawson



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of the United States and Canada is located at 1010 Church Street in Evanston, Ill., reports Charles W. Foster, ASBO executive secretary.

ASBO made the move December 30 from its old offices in Kalamazoo, Mich. The new headquarters are in a brand-new building within easy commuting distance of Chicago, Mr. Foster announces.

The Chicago area was selected for headquarters "because of its location centrally both for United States and Canadian members and because of the availability here of libraries and other research sources and services," according to Frank J. Hochstuh, Jr., president of the Association and secretary and business manager, board of education, Bloomfield, N. J.

Over 1,200 Teachers Took NEA Tours in 1955

WASHINGTON—Over 1,200 teachers from all parts of the nation took NEA Travel Division tours during 1955,

reports Paul H. Kinsel, director.

The 1955 program included 28 separate tour operations to more than 30 countries and various sections of the United States.

Conference Calender

FEBRUARY

16-18, National School Boards Association, Atlantic City, New Jersey.

16-18, Annual Convention, American Association of Colleges for Teacher Education, NEA, Chicago.

18-23, National Convention, American Association of School Administrators, NEA, Atlantic City, New Jersey.

18-23, Annual Meeting, Department of Rural Education, NEA, Atlantic City.

22, Meeting, National Council of Administrative Women in Education, NEA, Atlantic City, New Jersey.

24-26, Annual Meeting, Committee on International Relations, NEA, Washington, D. C.

25-29, Fortieth Annual Convention,

National Association of Secondary-School Principals, NEA, Chicago.

MARCH

5-7, Eleventh Annual National Conference, Association for Higher Education, NEA, Chicago.

7-10, Department of Elementary School Principals, NEA, Denver.

12-17, Department of Audio-Visual Instruction, NEA, Detroit.

14-17, Fourth National Convention, National Science Teachers Association, NEA, Washington.

19-23, Association for Supervision and Curriculum Development, NEA, New York City.

22-25, Thirty-Sixth Annual Convention, National Association of Deans of Women, NEA, Cincinnati, Ohio.

25-30, American Association for Health, Physical Education and Recreation, NEA, Chicago.

APRIL

1-6, 1956 Study Conference, Association for Childhood Education International, Washington.

8-10, Midwest Regional Drive-In, AASA and NEA Department of Rural Education, Omaha.

10-14, Annual Convention, International Council for Exceptional Children, NEA, Minneapolis.

13-16, Music Educators National Biennial Conference, NEA, St. Louis.

15-17, Southwest Regional Drive-In, AASA and NEA Department of Rural Education, New Orleans.

18-21, Fourth Regional Conference on Instruction, NEA, Boston.

MAY

20-23, National Congress of Parents and Teachers, San Francisco.

JUNE

10-12, National Conference, Future Business Leaders of America, Department of United Business Education Association, NEA, Washington.

17-21, National Association of Student Councils, Toledo, Ohio.

SE-387



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NEW YORK STATE REPRESENTATIVE: Vern Volland, 19 Fairchild Drive, Eggertsville 21, N.Y.

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Corridor of Melvindale High School, Melvindale, Michigan, showing ceiling of Acousti-Celotex Lumical® Translucent Panels (Ripple Pattern) and Perforated Cane Fiber Tile. Architect: Eberle M. Smith Associates, Inc. Acousti-Celotex Contractor: R. E. Leggett Co., Dearborn, Mich.

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WASHINGTON SCENE

news from the Capital affecting education

School aid bill: The active advocates of federal assistance to schools will line up in support of the bill reported out of the House Committee just before the close of the last session of Congress. This is a federal school construction bill (see page 88).

Appraising WHC: Editors, columnists, and radio commentators echoed and re-echoed evaluations of the White House Conference on Education up until the time of the Christmas candles. Many of them reflected the aphorism of the ancient Roman that "men more readily believe that which they wish to believe."

Fulton Lewis, Jr., on the Mutual Network, told his audience as the conclave opened that "We here in Washington today are having the dubious privilege of witnessing the opening of one of the prize screwball performances of all time in national affairs . . . in the being of the so-called White House Conference on Education."

In a calmer vein, and after an opportunity for balanced consideration, the Washington *Evening Star* headlined its summary of the Conference with, "New Era in Education May Have Begun with White House Parley."

Much of the controversy was over the question of the responsibility of the Federal Government for the education of its youth. Objective news reports almost universally reported that the 2,000 delegates to the great Conference supported federal aid to education "two to one."

The New York *Times* indicated in its nation-wide news service whatever change in attitude toward federal aid was indicated as a result of the Conference:

"At the opening of the White House Conference on Monday, both President Eisenhower and Vice-President Richard Nixon said that some form of limited federal aid might be

necessary. There were many 'buts' and 'ifs' attached, however.

"Tonight the Administration, through Marion B. Folsom, secretary of Health, Education and Welfare, came out for federal aid and without any strings attached.

"What gave Folsom's talk added weight was his pointed statement that he had talked to the President before coming to the Conference . . . It was assumed, although Folsom did not say so, that the President knew what his cabinet officer would say to the delegates."

Clint Pace, director of the Conference, in an interview with the New York *Times*, said "that an exaggerated impression of the endorsement given federal aid had resulted from the reporting on the Conference.

"The Conference also found that no state had demonstrated financial incapacity to build new schools."

The San Francisco *Chronicle* cautiously observed that the Conference took care "to make clear its almost unanimous opposition to 'any federal control of educational use of funds in local school districts'."

Newspaper commentator Royce Brier called attention to the obvious fact that any money appropriated by the Federal Government to schools "will come out of your pocket in income and excise taxes."

Few commentators, however, considered their readers naive enough to believe that federal monies might be expected from Santa Claus. Much editorial emphasis was placed upon the fact that the purpose of federal aid was not to get something for nothing but to equalize educational opportunity for the children in the United States.

Whatever the legislative results of the Conference or the change in the policy of the Federal Government toward financial contribution to the support of public schools, education has become a nationally-recognized problem. The stature of those who

are engaged in the profession of education has been increased.

Ford helps Ed TV: Capital enthusiasts for educational television were heartened by the Christmas present announced by the Ford Foundation in behalf of this new medium of teaching. A total of \$6,493,840 was appropriated by the Foundation for this enterprise. A major portion of it will go to the Educational Television and Radio Center at Ann Arbor, Mich.

Part of the grant, in the amount of \$140,000, goes to the Joint Council on Educational Television in Washington, which is preparing to answer whatever challenge may be made to the reservation of channel assignments for education in a forthcoming hearing of the Federal Communications Commission.

The Council will continue to work for the preservation and utilization of those channels which are now set aside for educational use by the FCC (see page 99).

The inclusion of the Ann Arbor Educational Television and Radio Center in the Joint Council will assure the adaption and development of this new educational tool for use in both general adult education and in classroom instruction.

The Federal Government still continues to encourage preparation in scientific and technical fields. The National Science Foundation announces that it will extend its fellowship awards during 1956 to include approximately 40 senior post-doctoral fellows in live and physical sciences and closely allied fields.

Stipends from \$4,000 to \$10,000, adjusted to match as closely as feasible the regular salaries of the award recipients, many of whom will be regularly employed in some scientific pursuit, may be used for study or research in non-profit institutions of higher learning in the United States or abroad.

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PROFESSIONAL LIBRARY

recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Administration as Educational Leadership

By John A. Bartky, *Stanford University Press, Stanford, California, \$4.75.*

In the preface of his book, which will be published February 13, Dr. Bartky describes school administration as "not the sinecure the theorist would have it to be.

"It is an applied science which draws its premise from a prevailing culture of society, its laws from anthropology, psychology, sociology, business, and political science, and its data from school experience.

"The school administrator is not an Angel Gabriel watching over a flock that can do no wrong; more often than not his job is to keep the inhabitants of a peculiarly complex Hades off each other's necks."

The first part of the book deals with theory; the second with practice. Both contain illuminating anecdotes.

Dr. Bartky writes easily, always with conviction, at times dogmatically. One wishes the author had presented more fully his theory of education, his concept of the changes in behavior that occur as people learn.

Would his theory have inevitably produced the coldly-efficient administrator portrayed in some of his anecdotes, or would it, through the application of the applied science of administration, lead consistently to success as the author defines it?

"The success of the educational administrator depends upon his ability to get results. He may be unpopular, his methods may appear haphazard, his constituents may balk at identifying with the organizations, but so long as he gets results in ways compatible with the organization's culture, he is a good leader."

Dr. Bartky's conclusions are consistent. His book deserves careful reading, with much "to be chewed on."

—HOWARD V. FUNK
Superintendent
Bronxville, N. Y.

School Board-Superintendent Relationships

Thirty-fourth annual Yearbook, American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington.

The most recent AASA yearbook discusses the all-important subject of "leadership relationships." Major aspects of the subjects are kept in true focus, while sufficient attention is given to detail.

The book begins with a description of the working climate of boards and superintendents. It brings into focus sources of problems, and those concerns which must be resolved for a school system to function properly.

Stress is given to the technical and human relations aspects of administration, both of which are needed to maintain a high level of efficiency throughout the system.

The final chapter presents a look at the future. Here, problems which must be resolved are brought plainly before the reader.

The solutions of these can be found only through exercise of proper leadership on the part of boards and superintendents.

Proper board-superintendent relations are described best in this last chapter:

"School boards must make it possible for school superintendents to dream, to create, to plan, and to lead . . .

"Likewise, school superintendents need strong and stout-hearted school boards. . . . Each need the help, support and encouragement of the other."

—C. E. HINCHEY
Superintendent
Montclair, N. J.

Training Curriculum Leaders For Cooperative Research

By A. Harry Passow, Matthew B. Miles, Stephen M. Corey and Dale C. Draper, *Bureau of Publications, Teachers College, New York, 1955, 158 pp., \$1.35.*

Twenty teachers and curriculum specialists, including the authors, worked together for ten two-day sessions. Their purpose was to better their own abilities to conduct cooperative research for curriculum improvement.

This pamphlet describes in detail how their training sessions functioned and what was accomplished. It was published as an aid to others contemplating experimental approaches to leadership development for improving the community.

Principles of Elementary Education

By Henry J. Otto, Hazel Floyd and Margaret Rouse, *revised edition, Rinehart and Company, Inc., New York, 1955, 455 pp., \$5.00.*

The authors state in the preface that

their primary purpose is "to orient the reader to fundamental issues, ideas and concepts regarding the education of children of elementary school age."

In meeting this purpose, the major share of the book is devoted to presenting a broad view of the elementary school program and some of the important factors to be considered in working with children. In addition, attention is given to an overview of elementary education in 1955, and the teacher as a professional worker and administrator.

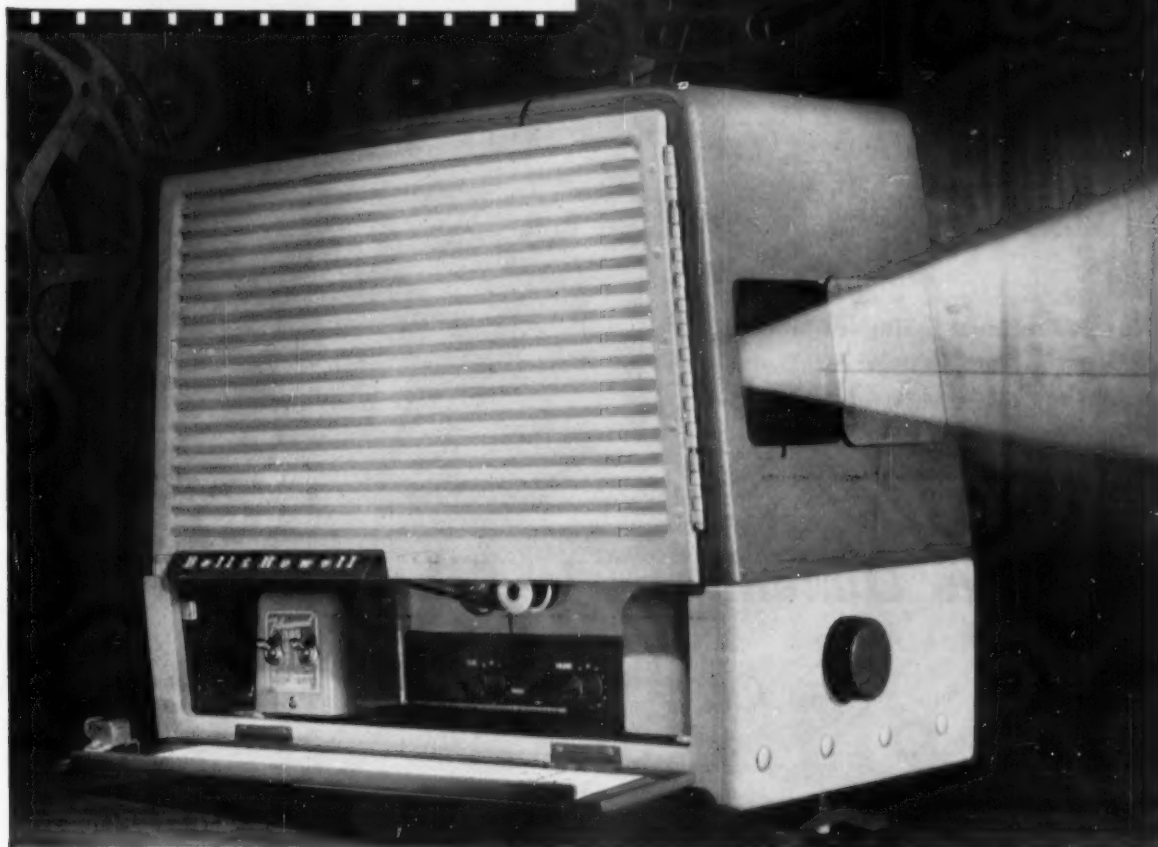
Students, teachers, principals and supervisors will find this a valuable guide.

The Prodigal Pedagogue

By Terrel Howard Bell, *Exposition Press, New York, 1955, 276 pp., \$3.50.*

In this novel the author relates many problems faced by the new superintendent in a small, midwest town as he strives to improve the educational program.

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preference stems from features like exclusive all-gear drive, straight-line optics, flickerless projection, simple operating controls, still picture clutch and reverse. Ruggedly built for heavy duty in the school, the Specialist has jewelled film-handling parts that last 400% longer.

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SCHOOL LUNCH

This institutional major student at Georgia State College for Women is taught that eye-catching, delicious and nutritious meals provide



Three Dimensions in School Lunch

by ANN SIMPSON SMITH

Miss Smith is associate professor of home economics in foods and nutrition at Georgia State College for Women, Milledgeville.

CATCHING THE EYE, pleasing the palate, and serving nutritious food to American youngsters is a continuous challenge to the school principal, dietitian and teacher. Perhaps the school lunch program has potentialities more far reaching than we have realized.

Throughout the history of the Georgia State College for Women, located in Milledgeville, it has pioneered in the field of home economics with special emphasis on the importance of proper nutrition for all age groups. One of the first school lunchrooms in Georgia was established at this institution.

The Peabody Laboratory School is an integral part of the college, and the lunchroom is under the supervision of the Home Economics Department. The lunchroom has a three-fold purpose:

1. The school lunchroom serves type A lunch to all children in the laboratory school; it is a federal project and is conducted as are other lunchrooms in the state.

2. It is a laboratory for the nutrition course for students majoring in elementary education and home economics, offering an opportunity to study food habits and dietary surveys

and for students to make applications of nutrition education.

3. It is a laboratory for students majoring in institutional management.

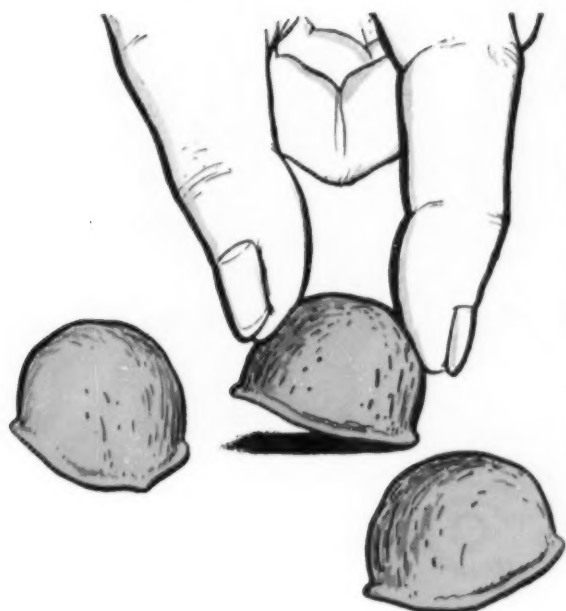
We believe that our school lunchroom is one of the most important keys to good public relations, which can be a way by which the school meets another one of today's challenges.

This new million-dollar business made possible by the efforts of the U. S. Department of Agriculture and the state Department of Education, in cooperation with schools and parents, has seen many groups work together for the improvement of the child's health and social standards.

We read and hear a great deal today on nutrition education in the grades and in the high school. In fact, it is not limited to any age group, but we need to hear more on how to prepare and serve these foods, since the decisions on food management and menu making are made in the school.

There are three ways by which nutrition can be indirectly improved—making menus more appealing, improving food preparation and serving food more attractively.

These three could produce quick



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Most school furniture does look alike! However, Westmoreland gives you unseen value which has earned a reputation for quality, reliability, integrity and service.

Classrooms today demand a flexibility of arrangement. In Westmoreland's open front desk and matching chairs, you find a unit designed to meet every specification. Westmoreland is posture-engineered for student comfort and correct seating.

These units are available with northern solid hardwood maple tops, seats and backs or with plywood tops, seats and backs, or plastic tops.

All frames are Westmoreland tubular steel, guaranteeing long-life and low maintenance costs.

Your Choice of striking colors that harmonize with your school color scheme, coral, blue, taupe, turquoise and satin chrome.



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Front Desk and 101 Chair



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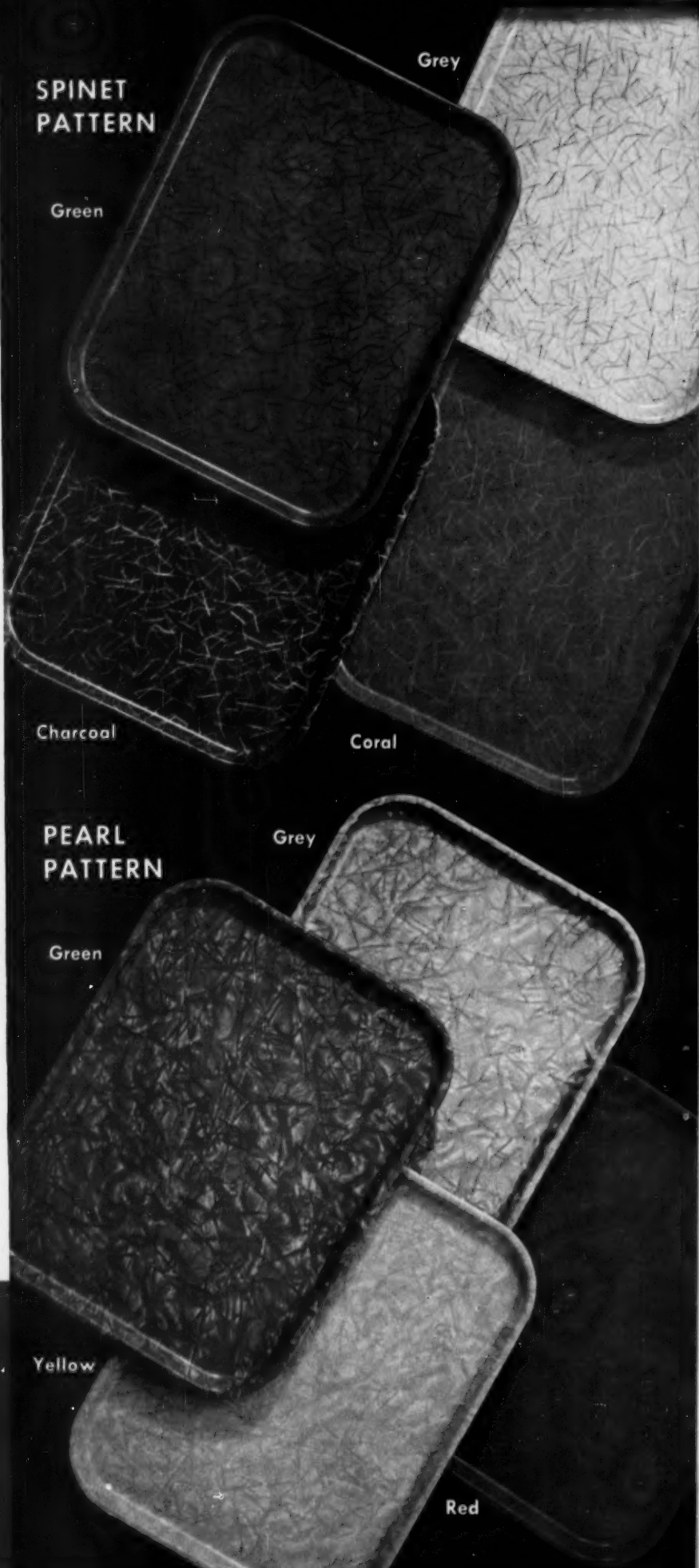
PEARL PATTERN

Green

Grey

Yellow

Red



LUNCH

results in improved nutrition, if they could be applied broadly. However, the soundest procedure is that of making wholesome, attractive, well-prepared food available to our school children.

It is plain, every-day, well-cooked foods, such as spaghetti and meat balls and apple cobbler, that are welcomed by school children. In this article, some of the points that will help to plan better meals, improve food preparation and show how foods can be served more attractively will be offered.

Menu important

The first steps toward serving a successful school meal is a carefully planned menu. The dietitian, manager, or person in charge should serve a meal having great nutritional value, since it may very well be, for some youngsters, the only one served during the day that is well-balanced.

Menu making is often the weakest link in any food service organization, yet it so often determines the success or failure of that service. Meals cannot be left to chance. Yet it can be fun and thus become one of the most interesting and challenging phases of school lunch feeding.

The mechanics necessary for making menus are:

1. A quiet place to work—an office, or a quiet corner in the kitchen equipped with a desk or table, and a chair.

2. Well-equipped working center with books, forms and office tools.

Allow time to plan

3. A scheduled time to plan. Menus should be planned at least a week in advance. Set a regular day for planning. Allow enough time to check menus, make work plans and prepare market orders.

When planning menus, be sure to include protein-rich foods. Select a different food or combination for each day of the week.

Plan vegetables and fruits. Select those suitable to be served with the main dish—watch for Vitamin C

every day in the menu. And plan bread—enriched or whole grain—home-made when advisable.

Include milk and butter, or fortified margarine. Don't forget one-half pint fluid milk as a beverage. And, serve two teaspoons of butter, or fortified margarine with each meal. Plan extra foods to meet energy needs of children. Through this program, more attention is given to the health problems with emphasis on proper foods for good nutrition. Food habits

and mental attitudes toward food are formed during the early years of a child's life. Therefore, classroom education in nutrition should begin as soon as the child enters school, and continue throughout his life.

In our nutrition class we plan to create interest in foods served by including knowledge of foods and customs. Since liver is one of the most difficult foods to learn to like, the class in nutrition last year worked out interesting lesson on the value

SE-393

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LUNCH

and place of liver in one's diet.

Two attractive young prospective teachers from the class chose this activity, and with charts they had made and an interesting talk, they visited each grade from kindergarten through high school, adapting their talk to the grade age level. In their talk was included an offer to give the recipe for the liver loaf if the children wanted it. When the day arrived and the loaf was served, the children who did not eat regularly in the school lunchroom were present.

This dish, generally refused, was eaten better than any food that had been served. After eating, many pupils reminded the college students that a family recipe had been promised, and one was given to each child. The school that teaches nutrition will find better eating habits and more alert students as a result.

The principal goal of nutrition education is to develop in the child food habits which will lead to wise selection and consumption of correct food throughout life. Careful observations have been noted that classroom nutrition education functions

much more effectively, if correlated with the school lunchroom. It is a step toward greater student participation and lessening the use of lecture note-taking methods.

Celebrating special occasions is one of the most interesting experiences in the school cafeteria. United Nations Day proved to be the highlight occasion this fall. Pupils, teachers, and college students worked out foreign menus—decorations were used and costumes were worn by some pupils.

Foreign college students from Korea, Cuba and Indonesia were invited to come to lunch and wear their native costumes. They visited with the children and told them interesting things of far-away lands. Special music was arranged and presented by some of the visitors, who described the food habits of their native lands.

The menu that was finally accepted by the menu committee included pollo all' Italiana (chicken and spaghetti), mititei (sausage rolls), salsa (Mexican molded salad), French rolls, kwa-sel-tsa (fruit dessert) and Svenska kringler (Swedish kringle).

Standardize recipes

Standardized recipes, scales, and cooking temperatures have simplified and improved institution cookery. If one does not have an oven with a temperature control, an oven thermometer may be purchased for a small sum. In this way one of the hazards in baking can be controlled.

Modern standardized quantity cookery recipes give helpful suggestions for each dish, so there is not too much danger in making cake, apple cobbler or Swiss steak. Discuss recipe standardization with the employees, since this is vital to its success. The real problem is serving an entire school lunch meal that is pleasing and satisfying to hundreds of children with all kinds of varying backgrounds.

Values received from using standardized recipes are the relief from mental strain of preparing from memory, avoiding the use of old dishes with insufficient information and uniformly good food at all times.

A key person should be designated

SE-394



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THE MANLEY MAN

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That's the Manley Man with the steel tape in his hand—and that's Mr. Rollins, principal of Middletown High looking on. Let's hear what Mr. Rollins has to say . . .

"You mean that's all the space we need for the equipment?"

"That's correct, sir. Just 14 square feet. I thought you'd be surprised."

"I must say that I am. Now which one of these machines did you say is the hot dog and cold drink machine?"

"Well, the Coliseum is the popcorn and cold drink machine and the Refresherette is the one that dispenses the hot dogs and cold drinks. You

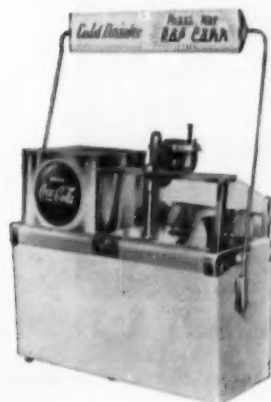
and I can figure out which one will best suit the needs of your school."

"What kind of cold drinks can we serve?"

"Any two flavors you would like. And they can be plain or carbonated. Those ice cold drinks sure make a hit with the big crowds that attend school social and athletic functions."

"I imagine they would. It certainly sounds like the Refresherette or the Coliseum would be the perfect answer to our problem of raising extra money for all of our extra curricular activities. Let's go see if we have 14 square feet of space over by the gym door."

"Lead the way, Mr. Rollins."



THE MANLEY REFRESHERETTE

is a combination cold drink machine and rotary hot dog grill. Dispenses a variety of ice cold soft drinks in many flavors—plain or carbonated. The rotary grill cooks up to 216 hot dogs an hour or 18 every five minutes. The unit comes to you ready to install and operate with everything you need for a complete snack bar. Requires only 14 sq. ft. of floor space.

THE MANLEY COLISEUM

is essentially the same as the Refresherette, only instead of the hot dog grill, the Coliseum has an easy-to-operate popcorn machine that will pop 350 cartons of delicious popcorn an hour, with an elevator warmer that will add 72 1/2 oz. cartons of popcorn.

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Dept. SE-256 Kansas City, Mo.

- ☐ Please send me complete information on the Manley REFRESHERETTE
- ☐ Please send me complete information on the Manley COLISEUM
- ☐ Without obligation, have The Manley Man call on me.

Name

Title

School

City Zone State

LUNCH

to execute and follow through the plan of work. The idea is only 5 per cent of the labor. The other 95 per cent is the execution. Start with a few simple recipes. Set up schedules making only one or two dishes at a time.

This can also be an excellent time to try out new methods. Putting newer findings into practice may mean simplification of a procedure, and in return give a better product. Check

recipes carefully, and simplify them as you use them. Be sure they are clear and complete, and you will find the quality of your products improved.

The appearance of foods as displayed on the counter and as served on the plate are factors which will improve the service of the school lunch meal. Arrange the serving counter for more efficient service, and emphasize a friendly atmosphere in the cafeteria.

Some of our favorite everyday foods like salmon loaf can be greatly improved by the addition of lemon butter sauce, which at the same time adds more Vitamin A and C to the diet.

Noodles sometime need a new approach, and it could be as simple as using noodle or macaroni shells, shaped like those of the sea. These simple ideas will help to bring appeal to some of our basic foods.

The food counter should be attractive and clean throughout the serving period. There is a temptation to place food on plates before children arrive in the lunchroom, but this often results in wilted salads, hot dishes which have become cold, and food which has lost its appeal.

Be hospitable

There are any number of ways of expressing hospitality—a hostess greeting you at the door is not necessary. Hospitality can be reflected in the total cafeteria atmosphere.

There is even a place for public relations—for example, a treasure chest plate or free orange juice.

There are many ways to evaluate the standards of a good school lunch program, yet a lack of practical "knowhow" prevents many schools from serving nutritionally-adequate, well-planned and prepared food. Though the combined efforts of federal, state, and local agencies working together, each doing its share in the total program, success in each school will be achieved.

SE-396

Strong Folding Tables by HOWE

Howe folding tables are especially designed for comfortable seating and rugged wear. They're light, strong—and practically indestructible. They fold smoothly and compactly—take up minimum space when not in use.



HOWE
Square Leg
Table

All steel chassis. A brace at each leg for extra strength and a leg at each corner for engineering balance. Riveted and welded throughout. Choice of several different tops and sizes.

All steel chassis with retracting leg fold. Strong, fool-proof lock with self-tightening principle. Two separate braces for each pair of legs. Braces are riveted to chassis. Choice of several different tops and sizes.



HOWE
Pedestal Leg
Table



HOWE
Bench and Table
Combination

This revolutionary folding bench and table unit is a wonderful convenience for cafeteria, classroom and many other uses. Converts quickly into a bench with back rest, or a two tier "bleacher." Folds automatically and can be moved with ease. No more lifting or lugging. It literally "floats" along.

Dimensions: Table—30" x 72" x 27" high. Benches—9½" x 72" x 16" high. Folded position 17½" x 72" x 38½" high.

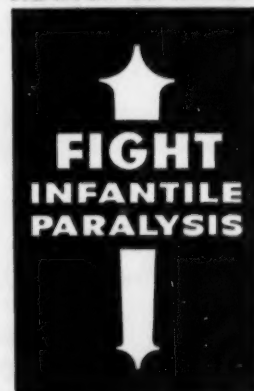
IF IT FOLDS—
ASK

HOWE

HOWE FOLDING FURNITURE, INC. ONE PARK AVE. • NEW YORK 16, N.Y.

Visit us at Convention—BOOTH No. 1011—Feb. 18-23

MARCH OF DIMES



JANUARY 3-31

THE SCHOOL EXECUTIVE

SEE THIS LATEST OF MUTSCHLER HOMEMAKING DEPARTMENTS

A. A. S. A. Convention
Atlantic City, N. J.



SEWING AREA
White Sewing
Machine Corp.
Cleveland 11, Ohio

Mutschler
SCHOOL EQUIPMENT

MUTSCHLER SCHOOL EQUIPMENT

FOR: Foods Laboratory
Laundry Area
Arts and Crafts
Clothing Laboratory
Home Management Area
Child Care Area
General Storage Areas

Equipped with automatic gas
appliances in cooperation with
American Gas Association.

You can't afford to miss this exhibit at the A. A. S. A. convention in Atlantic City... not if you're interested in the very latest for homemaking departments.

The floor plan sketch above can't possibly do the real thing justice. The three different kitchens for instance, are finished in petal pink and turquoise, fruitwood and turquoise, turquoise and primrose. There are beautiful colors in catalytic finishes that are practically impossible to scratch, and are impervious to household solutions.

The Sewing Laboratory features four different types of sewing units for your selection. Then, too, there's a laundry area, living area, grooming center, fitting room, and latest built-in features throughout. If you can't attend in Atlantic City, send for free descriptive folder.

MUTSCHLER BROTHERS COMPANY, Dept.

Nappanee, Indiana

CARING FOR WAXED FLOORS IS . . .



A cinch with Sanax

It waxes as it cleans!

REDUCES THE FREQUENCY OF REFINISHING

Sanax was developed to permit frequent cleaning of waxed floors *without washing away the finish . . .* and to eliminate waste in wax and labor. A neutral liquid soap with a wax base, *Sanax* not only quickly removes dirt, oil, and grease, but *leaves a thin film of wax*. In fact, regular use of *Sanax* to machine-scrub or damp-mop waxed floors *actually prolongs the life of the finish*, and thereby reduces refinishing costs on a year-to-year basis.

Like all *Finnell Fast-Acting Cleansers*, *Sanax* is specially designed for the greater speed of machine-scrubbing, and works as effectually in a *Combination Scrubber-Vac* as in a *Conventional Scrubber-Polisher*. And because *Sanax* is processed from pure vegetable oils, it's *safe for all floors*.



A 100 Series
General-Purpose
Finnell
11, 13, 15, 18"

Find out how you can simplify and reduce the cost of caring for waxed floors. *There's a Finnell Floor Specialist nearby to help you choose the waxes and cleansers that are exactly right for your needs. Finnell makes a complete line, so you can depend on unbiased advice. In fact, Finnell makes everything for floor care!* For consultation, demonstration, or literature, phone or write nearest *Finnell Branch or Finnell System, Inc., 3102 East Street, Elkhart, Indiana*. Branch Offices in all principal cities of the United States and Canada.



- A mild liquid wax-soap for machine-scrubbing or damp-mopping waxed floors
- Leaves a lustrous anti-skid protective finish
- Highly concentrated . . . economical to use

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

New Product / Reviews

CLASSROOM EQUIPMENT

Continued on page 152

SE-501

Contemporary Furniture Combines Fiberglass Seats— Fibersin Plastic Tops



The new Peabody contemporary line of school furniture is an entirely new approach in school desks and chairs. It features molded fiberglass seat units with solid fibersin plastic tops and tablet arms. The design is contemporary, functional in purpose, with color harmony for the classroom.

These units are maintenance free—requiring less custodian care. They are stronger than steel or wood, yet will not deteriorate, corrode, rust, split, separate, or splinter.

The molded fiberglass seat units demand correct posture but also afford perfect comfort. They are easily adjustable from 16½" to 18½" high. The desk can be installed as a movable or fixed unit without sacrifice of utility. They are easy to clean without protruding hazards or exposed welds. The fibersin solid plastic top and fiberglass seat units are available in three beautiful shades of green, coral or cocoa to harmonize with modern classroom interiors.

THE PEABODY SEATING CO., INC.,
North Manchester, Ind.

BUILDING PRODUCTS

Continued on page 158

Ceramic Tile SE-502 In Lovely Blue-Green Shade

The Mosaic Tile Co. announces Bluegrass Green Quarry Tile. Unlike glazed ceramic tiles, the color in this tile completely permeates the area. It can neither fade nor wear off which makes it especially useful for floors bearing heavy traffic.

The new quarry product is a natural clay type tile.

THE MOSAIC TILE CO., Zanesville, Ohio.

TEACHING MATERIALS

Continued on page 168

Micro-Projector SE-503 Designed for Low-Budget Schools



Bausch & Lomb's new Tri-Simplex Micro-Projector is a low-cost unit designed to permit science instructors quickly to introduce groups of students to microscope specimens by screen projections. Microscopes can then be used for individual study.

The micro-projector can be used to project microscope slides onto a wall screen, to project images of living micro-organisms in liquid onto a wall screen, or to project images for tabletop tracing.

Three microscope objectives can be

mounted in a single objective carrier on the micro-projector, permitting rapid changes in the magnification of the specimen. A high power tube is also included for more detailed examination of slides.

BAUSCH & LOMB OPTICAL CO., 635
St. Paul St., Rochester, N. Y.

FOOD SERVICE

Continued on page 164

SE-504

Metal-Clad Chinaware Guaranteed Not to Chip



Clad with a beautiful armor plate or nickel-chrome, new Platecraft coffee-tea service and casseroles are guaranteed not to chip. In addition to being extremely durable, these coffee and tea pots keep beverages piping hot as much as 20% longer than ordinary china.

Platecraft Chinaware will not tarnish, requires no polishing and will never have to be replated. It rinses sparkling clean in a dishwashing machine.

Unlike stainless steel, silver and other metals, Platecraft Chinaware protects beverage flavors from metallic contamination. Only the exterior surfaces are metal clad.

A wide variety of styles are available.

PLATECRAFT OF AMERICA, INC., 43
Pearl St., Buffalo 2, N. Y.

CLASSROOM EQUIPMENT

Fluorescent Fixtures **SE-505** Supply Shadowless Illumination

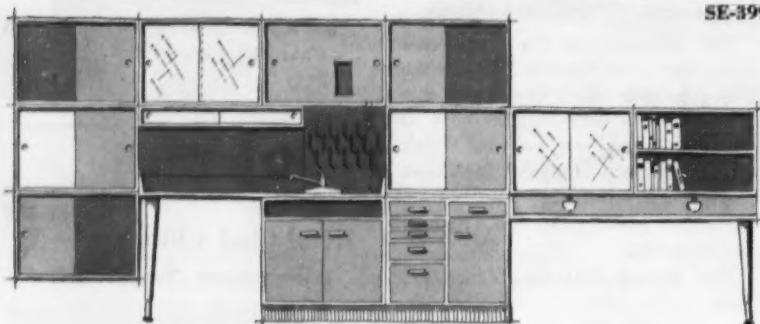
Sylvania Trimline fluorescent fixtures are designed to supply an even, shadowless illumination over desk surfaces while eliminating reflection and glare from chalkboards.

In the classroom illustrated, two continuous rows of Sylvania Trimline fixtures are used, mounted parallel and 11 feet apart. Each fixture measures 8 feet long. Placed end-to-end and three to a row, they run the length of the rectangular room. Im-



portant features are the 45 degree shielding and pendant mounting. Each fixtures contain two fluorescent lamps, standard cool white and daylight, making a total of 180 watts per fixture. With six fixtures in a classroom, the average wattage per room is around 1100 watts.

SYLVANIA ELECTRIC PRODUCTS, INC., 48 Water St., Wheeling, W. Va.



MULTI-LEVEL UNAFLEX

... concise instrument for teaching ... A new concept in LABORATORY FURNITURE... setting the stage for science to stimulate the students' interest and imagination. The advanced Unaflex in its neoteric form transcends the word furniture to become operational equipment. It will include perimeter planning, multi-level work areas, suspended storage space and apronless work tops. This new concept in lab planning by SJÖSTRÖM OF PHILADELPHIA will be previewed at the AASA Conference Exhibit in February, 1956, at Atlantic City ... and featured in the Unaflex Catalog U-561 off press in early spring. Reserve your copy now.

SJÖSTRÖM OF PHILADELPHIA

Designers and Manufacturers of

1717 NORTH TENTH STREET • PHILADELPHIA 22, PA.



Water Cooler

SE-506

In Lovely, Decorator Colors



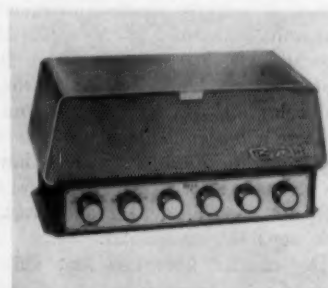
Uniflow's new water coolers are available with tops in six decorator colors—spruce green, peer blue, burgundy, grey, black and white. The units have been color-keyed to complement any interior setting. Pressure type coolers are available with bubbler or glass filler attachments utilizing foot pedal control. Coolers are available with or without refrigerated compartments and the cabinets are finished in pearltone gray or stainless steel.

UNIFLOW MFG. CO., 1525 E. Lake Rd., Erie, Pa.

Hi-Fi Amplifiers

SE-507

Come with Optional Covers



The three Bell models of High Fidelity Amplifiers now have an attractive satin-finish gold cover added. This houses the entire desk area, presenting a neat modern appearance.

The covers have a grill of perforated metal on the entire front face while the back is entirely open for maximum ventilation. A pilot light is provided on all three models.

BELL SOUND SYSTEMS, 555 Marion Rd., Columbus 7, Ohio.



The gym floor in the new North Side Gymnasium and Vocational Building, Elkhart, Indiana, Jee C. Rice, Supt., Maurer and Maurer, Architects.

Elkhart School City Officials choose SEAL-O-SAN® ...for use on the floors in the world's largest high school gymnasium



The new building includes two separate gym floors for boys' and girls' gym classes in addition to the deluxe arena on the main level.




SEAL-O-SAN ASSURES A LIGHTER, BRIGHTER, MORE NATURALLY BEAUTIFUL PLAYING FLOOR

When the Elkhart School City planned this new gym, reputedly the world's largest high school gymnasium (26,000 square feet of basketball playing courts), they realized that good equipment and its proper maintenance was an important consideration if their building was to be fully useful for many years.

Fine hardwood flooring was selected for the four basketball courts, and Seal-O-San Gym Floor Finish was specified. The finished floor is truly beautiful . . . light, natural-looking, glare-free, remarkably slip-resistant and easy to maintain.

If you're planning a new gym or refinishing one in existence, be sure to investigate Seal-O-San Gym Floor Finish. Write Huntington Laboratories, Inc., at Huntington, Indiana, for information and prices.

HUNTINGTON  LABORATORIES

HUNTINGTON, INDIANA

PHILADELPHIA 35, PA.

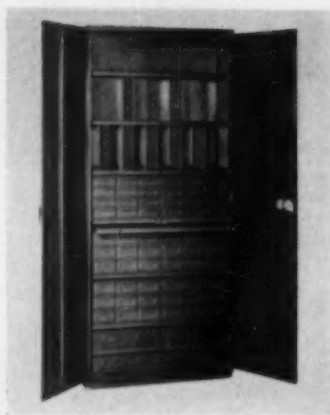
TORONTO 2, ONTARIO

CLASSROOM EQUIPMENT

Hardware Cabinet SE-508

Keeps School Shops Orderly

The new Parent No. 318 Hardware Cabinet eliminates time-consuming hunts for nuts, bolts, screws, and other elusive small parts. This free-standing unit is equipped with 68 drawers of various sizes for small parts storage and 10 storage bins for bulkier items. A convenient sliding tray is located at 39" height for



stand-up sorting. The unit is enclosed with double swinging doors with lock.

Overall size is 36" wide, 12" deep, and 73" high.

PARENT METAL PRODUCTS, INC.,
Fourth St. at Locust, Philadelphia 6, Pa.

Opaque Projector SE-509

New Model Doubles Illumination

Beseler announces the Vu-Lyte II opaque projector, a new model which delivers 140 lumens—twice the illumination. A specially designed optical system and a new F/3.6 lens permits this new development.

The new projector is smaller, lighter, more compact and easier to move. It has provisions to keep books and glossy photographs flat and in focus.

CHARLES BESELER CO., East Orange, N. J.

Color-Stereo Screen SE-510

Features Silver Surface Fabric



The new Radiant 1956 Colormaster screen features a new teardrop design case for maximum strength and stability. An all-metal roller and automatic safety roller lock provides instant tensioning of the screen fabric, resulting in a completely flat, smooth projection surface; a new roller action known as "Easy-Glide" has also been incorporated. Instant, effortless leg opening in setting up the screen is provided by an automatic "Atom-Action" leg lock.

The screen has a silver surface fabric and is available in four sizes: 30" x 40" through 50" x 50".

RADIANT MFG. CORP., 2627 W. Roosevelt Rd., Chicago 8, Ill.

ECONOMICAL • FIREPROOF • FUNCTIONAL

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For SCHOOLS

The design and planning of rooms and equipment for new school projects is an important responsibility to school administrators and architects. It is also a challenge to get the most and the best for the funds expended. Let METALAB be your equipment specialist.

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NEW DITTO D-10

passes every copy test

There is no Easier, Faster, More Economical way to make bright, colorful copies than with the new DITTO D-10 Duplicator and DITTO'S magic copy control.

Makes up to 300 or more copies, 120 per minute, in 1 to 5 colors at once—Copies directly from anything you write, type, trace or draw—No stencils, no mats, no inking, no make ready. On any size or weight paper or card stock—10 copies for less than a penny.

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—FOR REPRODUCTION ON LIQUID MACHINES

An outstanding DITTO service for every grade and every subject. Each book contains daily lesson material preprinted on DITTO Master sheets, ready for making up to 300 or more copies as needed. Written by teachers—Edited by nationally recognized educators. Each \$3.25. Write for titles.

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- ☐ Arrange a DITTO demonstration for me.
- ☐ Send FREE: DITTO Workbooks Catalog and Sample Lessons.

Name

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Address

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CLASSROOM EQUIPMENT

Table Desks

SE-511

Provide More Comfort

Arlington Seating Co. has designed two new table desks for use by the individual student. These new Individual Table Desks have forward-of-center slanting post design that gives students more leg freedom, minimizes chair movement, and allows easy entrance and departure. Other features include: solid hardwood tops, large book compartments, adjustable - tension



slam control friction disc hinges (on lift-top model), and projection-free underneath surfaces.

No. 841 stationary-top and No. 851 lift-top (illustrated) models are available in four table heights, with or without pencil trays and inkwells. Matching chairs are also available.

ARLINGTON SEATING CO., Arlington Heights, Ill.

Wastebasket

SE-512

Made of Fiber Glass



Designed in a rectangular shape, the new fire-safe wastebasket fits conveniently under desks and in corners, yet has the capacity of a round wastebasket of the same height. It is easy to clean, strong, lightweight, and will not scratch or dent. A vinyl bumper bonded to the top edge of the wastebasket prevents damage to furniture.

Available in gray, green, tan and black, the wastebasket measures 8½" x 17" x 13½" high.

CORRY-JAMESTOWN MFG. CORP., 45 N. Center St., Corry, Pa.

SE-403

Whatever your exhibit requirements...

MICHAELS *Time-Tight* CASES are your best buy

This is one of many styles—all built to assure maximum visibility and usefulness, distinctive appearance and protection against handling, theft, and the ingress of dust or vermin. "Time-Tight" cases are constructed of extruded bronze or aluminum, and incorporate such features as Innerlocking frames, exclusive with Michaels; mitred intersections; no exposed screws (except where necessary for removal of hinged panels), and other structural advantages.

"Time-Tight" cases are available in table, aisle, wall, corner, suspended and recessed styles, and in any practical size. They meet exhibit requirements of universities, colleges, schools, libraries, museums, science laboratories and related types of display rooms. If necessary, Michaels will design special cases to meet specific requirements.

Send for literature which contains illustrations of case styles, complete construction details and specifications.



THE MICHAELS ART BRONZE CO., INC.

P. O. Box 668-SE • COVINGTON, KENTUCKY

Since 1870 the name Michaels has been a symbol of exceptionally high quality

Desk with Chair

SE-513

Adjustable to Pupil Size

The Irwin Seating new 554 Uni-Desk with Non-Swivel Chair provides a complete height range for pupils in grades 1 through 12. It is adjustable three ways to fit all students regardless of differences in size.

The large one-piece top is available in hardwood plywood or surfaces with G-E Textolite. The posture-form non-swivel chair provides easy ingress and egress and induces the student to sit with good posture.

IRWIN SEATING CO., Grand Rapids, Mich.

Here's a **NEW**
liquid cleaner for
better floor care!

Big benefits cause
rapidly growing customer
demand for
Wyandotte...



UNIVERSAL LIQUID CLEANER

There's nothing to compare with Wyandotte Universal Liquid Cleaner. Already—a short four months since it was introduced—it has received widespread customer acceptance.

Universal Liquid Cleaner cleans faster, with no skin irritation, no back-breaking effort. You get *depth cleaning*—thanks to amazing Ammosene... locked in chemically to give you better cleaning results.

Universal Liquid Cleaner is practically neutral—safe on all surfaces that water alone will not injure.

Universal Liquid Cleaner is full-bodied, concentrated—makes high, long-lasting suds... contains no soap. It is shipped to you in sealed containers, your guarantee of uniform concentration drum after drum.

If you prefer an effective, hard-working cleaner in *powder form*... try Wyandotte's F-100* for cleaning and dewaxing floors, washing walls and painted surfaces.

Call on your Wyandotte man for a demonstration of Universal Liquid Cleaner. While he's there, have him survey *all* your cleaning operations. He carries Wyandotte's *complete line* of specialized cleaning products—and his tips can save you money.

*REG. U.S. PAT. OFF.

Gives you all
these benefits:

- **Neutral**
—Safe on all washable surfaces
- **Greater cleaning power**
—thanks to amazing Ammosene
- **Easy to use**
—Cleans safely and thoroughly
- **Rinses easily**
—Leaves no powdery deposits
- **Safe on hands**
—Does not irritate the skin
- **Contains no soap**
—Forms no films

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J. B. FORD DIVISION

WYANDOTTE, MICHIGAN • ALSO LOS NIETOS, CALIFORNIA • OFFICES IN PRINCIPAL CITIES

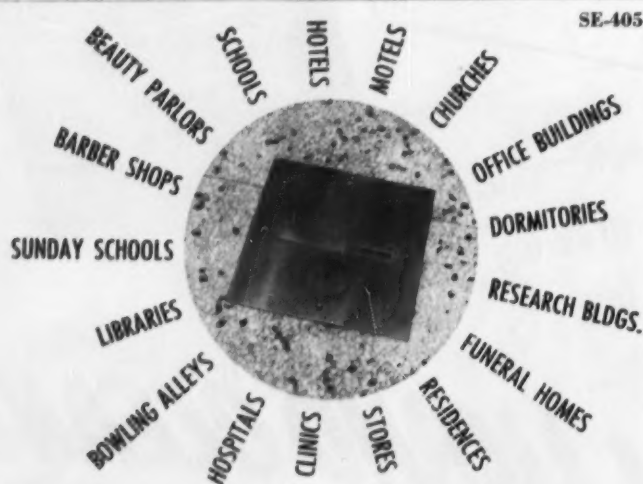
Fluorescent Fixture SE-514**For Ceiling, Stem Suspension**

The new Industrial lighting fixture by Miller is especially well suited to manual training shops, etc. The reflector is porcelain enameled 20 gauge steel for lifetime service and ease of maintenance. Apertures provide ample upright to evenly illuminate the ceiling, minimizing glare



and contrast. It is furnished for two 48" Rapid Start lamps only with ample knockouts provided for ceiling stem suspension and installation in continuous rows.

THE MILLER Co., Dept. ML-2, Meriden, Conn.

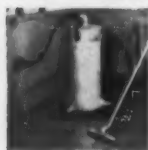


The New VACUSLOT for Dry Mop Cleaning

Useful for any type of building, the VACUSLOT pulls all strands of a dry mop into a slot in the floor, agitates the threads violently and pulls the dirt away. A vertical riser of pipe or tubing connects to a vacuum producer in the basement where all dirt and dust are collected. No more shaking by hand and no time lost.

Standard Spencer Vacuum Tools for cleaning, picking up liquids and a dozen other jobs may be connected to the same system.

SEND FOR BULLETIN No. 153



WATER PICK UP



DRY MOPS



FURNITURE



BOILER TUBES



DRAPES



WALLS



CARPETS

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

Aluminum Acoustical Ceilings

SE-515

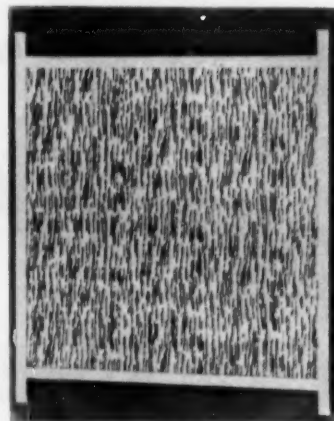
Never Need Refinishing

Simplex Flush Panel Aluminum Acoustical Ceilings are ideal for all moisture areas such as kitchens, cafeterias, and swimming pools. The permanent aluminum finishes completely eliminate refinishing costs and substantially reduce maintenance costs. The ceilings also feature flexible panel sizes for freedom of design, complete support for recessed troffers and fast installation.

The high 85% Noise Reduction Coefficient takes the edge off sharp clatter of noises in kitchens and cafeterias and quiets the loud echos in swimming pool areas.

SIMPLEX CEILING CORP., 552 W. 52 St., New York 19, N. Y.

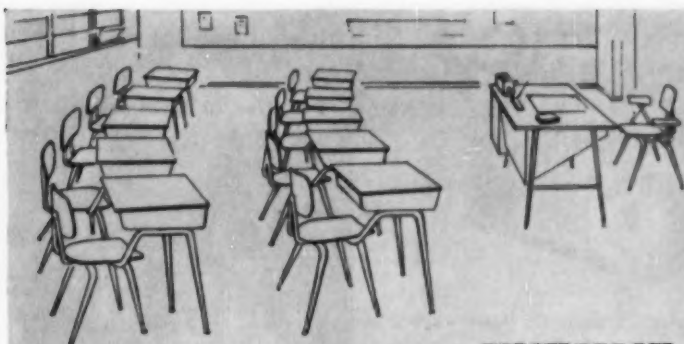
Acoustical Panel SE-516

Is Colorful, Easy to Maintain

Stria-Colored Steelacoustic is a new sound-conditioning product that combines color, effective noise reduction, incombustibility, economy and easy maintenance. It is a white baked enamel steel panel with attractive overlay striations of black, green or brown that create a pleasing ceiling texture. Sound passes through the steel facing and into the absorbent material laminated behind it.

Stria-Colored Steelacoustic is installed on the Celotex T and T Suspension System, a suspended ceiling grid which is also finished in white baked enamel. Recessed light fixtures, air diffusers, sprinkler heads, and other outlets can be incorporated into the ceiling plan.

THE CELOTEX CORP., 120 S. La-Salle St., Chicago 3, Ill.



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 of School Administrators
 ATLANTIC CITY • FEB. 18-23

SCHOOL FURNITURE BY KUEHNE... with a flair for the future!

(SAY "KEE-NEE")

Here is classroom furniture at its crisp, functional, beautiful best... graceful, uncluttered and thoroughly practical... scientifically posture-perfect for all-day comfort... ruggedly made and durably finished to resist severest wear and abuse... virtually free of maintenance... modest in cost but great in value. This is school furniture backed by Kuehne's 33 years of experience and ability, furniture that far exceeds any normal standard of comparison.

Write for NEW full-color catalog



UPHOLSTERED SWIVEL CHAIR

Contoured back and seat 5-ply maple, padded with Tuffex, covered with an antique leather patterned vinyl. Resists perspiration, ink, dirt, grease. Large easy-rotating ball-bearing, long-life swivel. Frame, 1 1/4" tubular steel. Legs taper to ferrule-type self-leveling glides. 16", 17", 18" heights. Three colors and satin chrome.

SWIVEL ARM CHAIR

Basic chair same as above with formed wood arm rests on cross-braced DOUBLE BAR supports for extra rigidity.



COMBINATION LIFT LID DESK AND SWIVEL CHAIR

SIX legs for strength and stability. Chair seat and back; 5-ply maple, impregnated with moisture-resistant resin. Large, long-life, easy-rotating ball bearing, noiseless swivel. Book Box: 18" x 24" General Electric Textolite top, lifts easily, closes slowly. 4" deep in front, 5" in back. Large pencil tray. Legs: 1 1/4" tubular steel with ferrule-type self-leveling glides. Five heights; 3 colors and satin chrome.



KUEHNE MANUFACTURING CO. • MATTOON, ILLINOIS
World's Largest Manufacturer of Tubular Furniture

DISTRIBUTORS: Some excellent territories still open. Write!

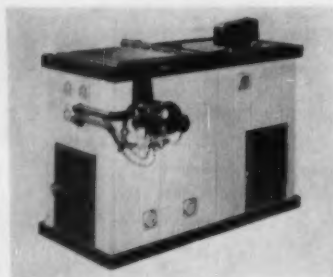
BUILDING PRODUCTS

Incinerators

SE-517

Feature Smokeless, Odorless Operation

Three new models have been added to the Incinor line of incinerators. An unusual burning principle is utilized to attain smokeless and odorless operation. This is accomplished by means of a high-temperature secondary combustion chamber. Controlled air is drawn in by venturi action to attain accelerated combustion which produces very high tem-



peratures and completely burns combustible gases and eliminates odors. The design also allows fly ash to settle in the chamber.

BOWSER, INC., INCINERATION DIV.,
1335 W. Randolph St., Chicago, Ill.

Rubber-Cushioned Wainscot

SE-518

For Use in Gymnasiums



Medart Safe-Wal rubber-cushioned wainscot is made of $\frac{3}{4}$ " plywood, $\frac{1}{2}$ " rubberized hair, $\frac{3}{4}$ " sponge rubber, and a covering of strong durable, puncture-resistant 25-ounce vinyl plastic-coated fabric.

Safe-Wal panels are furnished in standard 2'0" widths and 5'0", 5'6" and 6'0" lengths. Simple cut-outs for switches, drinking fountains, etc. can be quickly made. The material is also sound absorbent and is helpful in reducing excessive noise.

FRED MEDART PRODUCTS, INC.,
3535 DeKalb St., St. Louis 18, Mo.

SE-407

■ All over America, Realock Fences are providing dependable round-the-clock protection for every type of municipal installation. That's because each Realock Fence is tailor-made to fit the requirements of the customer.

Typical of the many Realock Fences now widely used by municipalities is Realock's Type 426. This sturdy fence gives positive protection for installations such as water works and power

plants because it is available in heights up to 13 feet and is topped with six strands of sharp barbed wire.

Yes, there's a sturdy Realock Fence for every municipal need. Why not get full details from your nearby Realock representative? You can obtain his name from your classified telephone directory, or by writing the nearest district sales office shown below.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION—Buffalo, New York

REALOCK FENCE

THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES



Baseboard Accessories

SE-519

Simplifies Installation Procedures

Further simplification of installation procedures is being made possible with the use of new unit ends and wall strips designed by Kritzer Radiant Coils for use with their K Line Radiant Baseboard. The unit ends snap onto the rolled front and over the top and back without the use of tools. The extension to the floor with its turned back lip acts to hide the supply or return riser without requiring an additional floor plate.

Similarly, the wall strips, which are, in effect, unit ends without the solid end piece, can be used as finishing strips against the wall in a wall-to-wall installation, or as joint covers in the center of a long run. They also snap over the rolls of the front and over the back with no mechanical fastening.

KRITZER RADIANT COILS, 2901
Lawrence Ave., Chicago 25, Ill.

INSIDE STORY:

**space saving
equipment
that cuts the
cost of school
construction!**



FOLDING GYMNASIUM SEATING, Sweet's 23i
Ho

Plan with Brunswick-Horn!

Because Brunswick-Horn folding equipment saves space, it can help you cut the high cost of school construction.

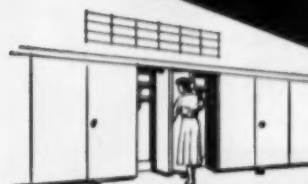
Folding gym seating, folding partitions, folding stages and folding wardrobes by Brunswick-Horn increase the usefulness of any space—large or small.

With Brunswick-Horn, you can match the economy of small construction with the capacity and multi-purpose flexibility of large-scale construction.

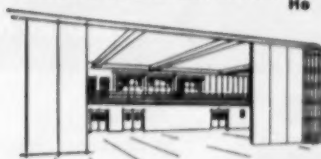
You can plan on this and more with Brunswick-Horn.

**START PLANNING AT THE AASA CON-
VENTION, ATLANTIC CITY, SPACE 1506**

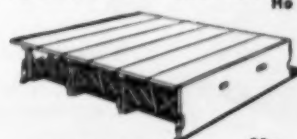
Brunswick
Horn



FOLDING WARDROBES, Sweet's 23d
Ho



FOLDING PARTITIONS, Sweet's 22d
Ho



FOLDING STAGES, Sweet's 23g
Ho

THE BRUNSWICK-BALKE-COLLENDER COMPANY
Marion, Virginia

Time Switch

SE-520

For Heating Systems

The Automatic Devices Co., Inc., has developed a weather-actuated time switch for Day-Night or 7-Day programming of all heating systems. The Weather-Chron stops all heat input to the building when outdoor temperature rises above an adjustable pre-selected minimum (as 65° F.).

The 7-Day programming feature automatically adjusts the hours of heating in accordance with the needs of actual building occupancy, in-

dividually for each day of the week.

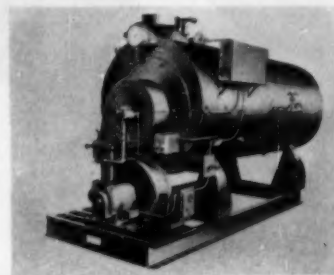
THE AUTOMATIC DEVICES CO., INC., Western Springs, Ill.



Steam Generator

SE-521

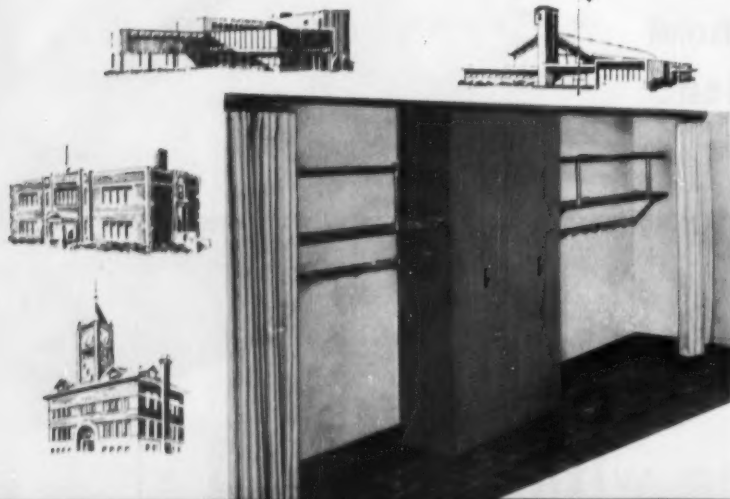
Has Secondary Air Damper



A secondary air damper is now being incorporated in the blower housing of all Cyclotherm Steam Generators from 18 to 60 hp. This feature will make it simpler and easier to adjust the secondary air requirements of the boiler. The new damper can be adjusted more quickly than the old arrangement of adjusting blower vanes. In addition, the new damper gives a greater degree of accuracy in adjustment. This results in higher combustion efficiency.

CYCLOTHERM DIVISION NATIONAL
—U. S. RADIATOR CORP., Oswego,
N. Y.

SE-409



THE LOW - COST WARDROBE
and old
USED IN MORE NEW SCHOOLS



Write
for Folder

Practical, easy to install, this compact convenient coat and hat rack is exceptionally low in cost. Long-lasting, finely engineered in non-peeling aluminite finish.

When desired makes an ideal space saving unit combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.



A. R. NELSON CO., INC.

210 East 40th St., New York 16

Exit Lights

SE-522

Made for Easy Re-Lamping



Prescolite Exit lights are available in either single or twin-face models with diecast frames fabricated from rust-resistant heavy code gauge steel, 6" letters, and new concealed hinge for fast, easy relamping and cleaning without the use of tools.

The lights are furnished with red, green, or white glass panels or metal stencils. Housings are spot-welded for maximum rigidity and wired with two porcelain sockets on removable steel wireway, in which all wiring is concealed.

PRESCOLITE MFG. CORP., 2229 4
St., Berkeley, Calif.

DESIGNED FOR YOUR CONVENIENCE

The latest complete Radiant line of modern projection screens is especially designed to meet the needs of schools, institutions and churches. These new screens incorporate every possible feature to assure ease of use, brilliant projection and many years of efficient service.

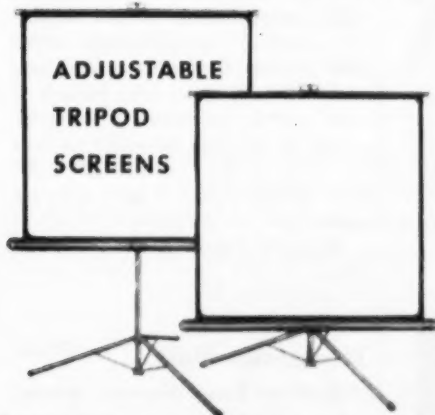
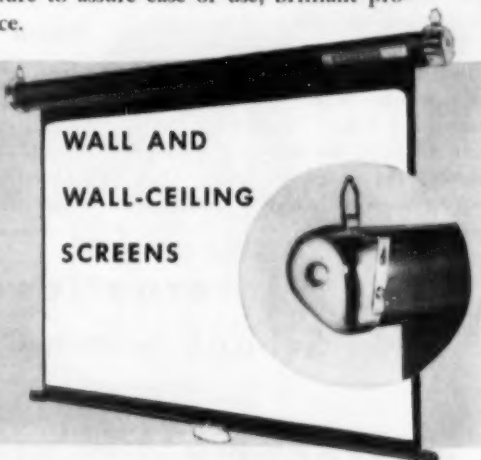
New Automatic Safety Roller Lock



Safe and Trouble-free

For the first time—Radiant makes available a complete line of wall screens from 50" to 12' with a new, patented safety feature that prevents the fabric from being pulled beyond the picture edge of the screen. This exclusive Automatic Safety Roller Lock eliminates the possibility of costly fabric repairing—and assures even hanging of fabric because it cannot pull from roller. Radiant Wall and Wall-Ceiling screens are available with dual purpose brackets for hanging from either wall or ceiling.

WALL AND WALL-CEILING SCREENS



ADJUSTABLE TRIPOD SCREENS

Amazingly Flexible — Sky-High or Floor-Low

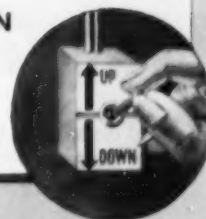
The amazingly flexible model "ED" Radiant Tripod Screen can be quickly and easily adjusted to heights from 9½ in. to 110 in. from floor. Durably constructed with heavy gauge aluminum legs and protective saddle bar to assure even handling of fabric. "Teardrop" design screen case for smooth, "Easy-Glide" roller action. Features full, continuous size adjustability; "Atom-Action" leg opening and screen leveler for easy, convenient operation. Brighter, fine-grain "Vynaflect" flame and mildew-proof beaded fabric is your assurance of brilliant, true-to-life projection quality.

Automatic Operation at New Low Prices

Where motor-driven operation of the projection screen is required—the Radiant "Automatic" provides the last word in smooth, professional-quality operation. Is available in wall and ceiling models for permanent installation. Operates from standard outlet. Has positive braking and smooth roller action.

Write for New Colorful Illustrated Catalog and Projection Charts — giving full details, sizes, specifications, and prices on the Complete Radiant line for the educational, institutional and church fields.

AUTOMATIC MOTOR-DRIVEN SCREENS



RADIANT MANUFACTURING CORPORATION

the world's most popular screens

1210 So. Talman Ave., Chicago 8, Ill.

FOOD SERVICE

Sink Strainer

SE-523

Is Made of Stainless Steel

Universal-Rundle Corp. has announced the availability of a basket type sink strainer incorporating a single piece stainless steel body.

The use of stainless steel combines the advantages of leak-proof construction with the permanent wear-proof beauty of stainless steel.

In addition, the new sink strainer features the added advantage of a locking shell with a 1½" jam nut,

eliminating need for special installation wrenches. This new design also makes it impossible to accidentally knock the strainer into either a closed or open position.

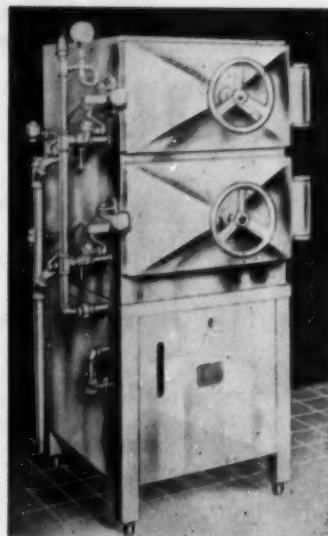
UNIVERSAL-RUNDLE CORP., New Castle, Pa.

Steam Cooker

SE-524

Gas, Electric Models Available

Market Forge's new two-compartment steam cookers have been designed with a lower, more compact cabinet base which puts the cooking compartments at an efficient working



height. The electric model embodies a new 13 kw boiler, and the gas model is equipped with a 90,000 btu tubeless boiler.

These new models are available with compartments in two depths: 1) standard compartments which hold standard steam cooker pans and will cook up to four bushels of food, and 2) cafeteria-type compartments which hold as many as four 12" x 20" x 2¼" and two 12" x 20" x 4" cafeteria pans in each compartment.

MARKET FORGE CO., Everett 49, Mass.

International School Seating Combines Economy with Strength

SE-411

No other school seats include so many construction, installation and maintenance features — assuring utmost in economy and long-time service for your school. Deluxe, upholstered all-steel seats and hardwood plywood seat and back budget-priced seats have been the choice of schools

everywhere for over 30 years. Hingeless seat construction assures noiseless, trouble-free service. Comfortable design minimizes student disturbance. In short, International school seats are the seats that taxpayers, school officials and students approve.



Typical installation of International school seats—noiseless in use, they require a minimum of maintenance and care.



For complete specifications and photographs of International school seats in your area, write, wire or phone today.

International

SCHOOL SEATING

DIVISION OF UNION CITY BODY COMPANY, INC. • Union City, Indiana

Ice Cream Unit

SE-525

Ideal for Long, Narrow Spaces

Measuring only 27½" deep overall by 6 ft. long, the Dunhill Model N-2720 creamer unit is designed to provide maximum ice cream service in unusually long and narrow spaces. The rail section holds 6 syrup jars, soda and water draft arms, 3 crushed fruit jars, a spoon holder, and a chipped ice pan. Five of the syrup jars are equipped with regular pumps. The sixth has a heavy duty chocolate pump.

The work section contains a dipper well, a refuse chute with tilting door and removable can, and a 20 gallon ice cream storage compartment. Servicing capacity is 20 gallons with additional 20 gallons in reserve.

THE DUNHILL SODA FOUNTAIN CORP., 79-85 Walworth St., Brooklyn 5, N. Y.

138
COLLEGES
AND UNIVERSITIES
HAVE RETAINED
ACB COUNSEL
FOR THEIR FUND-
RAISING AND
DEVELOPMENT
PLANS



Around the table, the Board and committees talk earnestly about financial problems. Expendable and permanent endowments — expansion of physical plant — improvement of teaching and research facilities — corporate, alumni and constituency support.

"How best can Development money be raised?"

Problems unique to educational fund-raising involve a myriad of complex details. Planning and procedures imperative to meeting immediate and long range objectives require the specialized knowledge of a competent fund-raising counsel.

We will welcome a consultation with you about your fund-raising program. There is neither charge nor any obligation.

American City Bureau

(ESTABLISHED 1913)

FUND-RAISING

221 North LaSalle St.
Chicago 1, Illinois

PUBLIC RELATIONS

470 Fourth Avenue
New York 16, N.Y.

Charter Members American Association of Fund-Raising Counsel

FOOD SERVICE

Pastry Vendor

SE-526

Has 92 Shelves for Pastry

The Univendor Model 92 has five columns of pastry merchandise—a total of 92 individual shelves. Three columns contain 20 shelves each, one column contains 17 shelves, and the remaining column, 15 shelves.

Machine dimensions are: 65½" height overall with base, 30⅞" wide at greatest base dimension, 15¾" deep at greatest base dimension.



Standard machines will operate on nickels only, selective price ranges in each column with a number of other coin mechanisms optional, including a 10-15 cent mechanism using nickels and dimes.

STONER MFG. CORP., Aurora, Ill.

Gas Ranges

SE-527

With Fry Tops

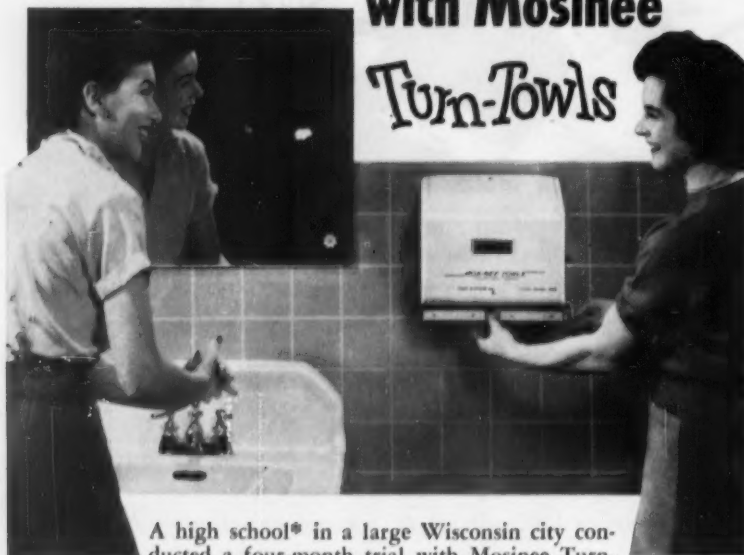


The illustration shows the battery of nine Magic Chef fry top (griddle type) heavy duty gas ranges in the University of Notre Dame dining hall kitchen. The frying surface of these units is designed to retain heat for fast, continuous frying and can handle 51 lamb chops, 37 4-ounce veal chops or 32 5-ounce beef tenderloins at one time. The one-piece fry top also contains a large grease container in full view so that cooks can determine at a glance how full the containers are.

MAGIC CHEF, INC., 1641 S. Kingshighway Blvd., St. Louis 10, Mo.

High school cuts towel costs 40% with Mosinee Turn-Towls

SE-413



A high school* in a large Wisconsin city conducted a four-month trial with Mosinee Turn-Towls. Final figures showed that Turn-Towls' higher absorbency plus controlled dispensing with Turn-Towel cabinets resulted in:

1. 40% reduction in the number of towels used compared with previous service.
2. A great reduction in the amount of wasted towels to be handled.
3. A substantial saving in labor needed to service cabinets.
4. Students and staff were pleased with the new service.

Mosinee Turn-Towls can give you these savings, too, and at the same time, improve your service. Write us for the name of your nearest Mosinee Towel Distributor.

*Name on request



Drying Rack

SE-528

Handles 4 Different Tray Sizes

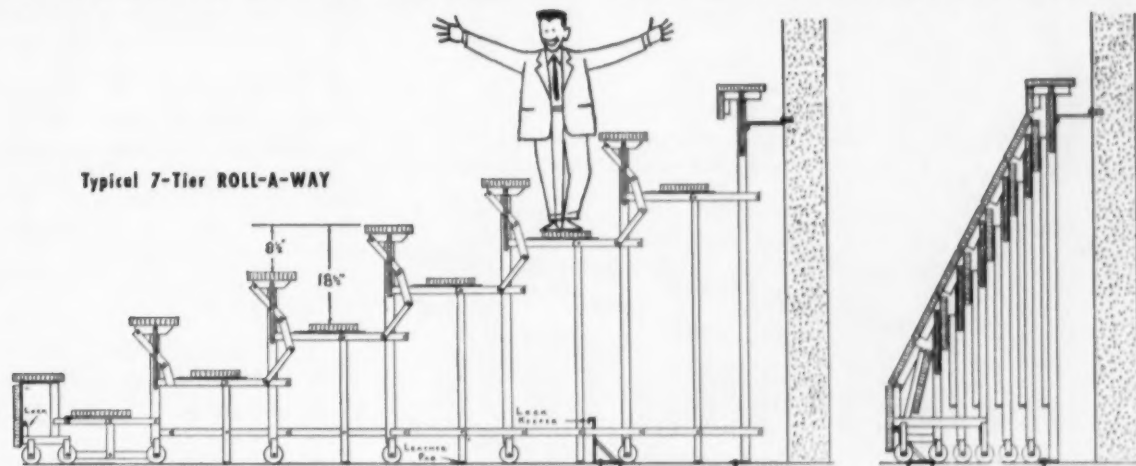
The Cres-Cor mobile, all-aluminum drying rack for trays and pans carries the equipment vertically. The rack can be rolled to an out-of-the-way place for drying and storing, and then moved again to the spot where the trays or pans are to be used.

The racks are available to handle four different sizes of trays or pans. Other sizes can be built to order. Cres-Cor racks are constructed of aluminum, reinforced tubing (sealed at both ends) with the choice of corrugated or angle-ledge shelving.

CRESCENT METAL PRODUCTS, INC., 18901 St. Clair Ave., Cleveland, Ohio.



WANTED: MAXIMUM SEATING in MINIMUM SPACE



Read how this school solved its Gymnasium Seating Problem with *Universal* Roll-A-Way Bleachers

Is it possible to have gymnasium bleachers that meet all demands... for comfort as well as maximum seating in minimum space? Here's what J. W. Davidheiser, secretary, Middletown Township Public Schools, Leonardo, New Jersey, has to say:

"We at Middletown had a problem of space. We wanted a bleacher that could fit our needs and still give us maximum seating without losing any of the advantages. We inspected several types of bleachers installed in other schools and learned their weaknesses. We then specified and bought Universal Roll-A-Way Bleachers because they offered more leg room than any other brand. The Universal Bleacher

Company installed them in a most satisfactory manner and we are more than pleased."

You can sit on *Universal* Roll-A-Ways in a natural, comfortable position. The extra distance from seat board to foot board (18 1/2") and the position of the vertical filler (centered under seat) assure maximum space per spectator... permitting normal positions of feet drawn back under seats. Yet, when not in use, these bleachers may be rolled back to the wall, opening approximately 70% more floor space for regular gymnasium activities. Write today for free catalog. No obligation.



This
Experienced
Man

... H. D. Baltimore, covering central New Jersey for American Seating Company, Philadelphia... is one of many *Universal* representatives throughout the nation who will be glad to show you the superior advantages of Roll-A-Way Bleachers. Don't hesitate to call for the representative in your area.

UNIVERSAL BLEACHER COMPANY

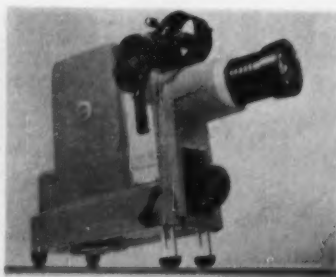
Champaign, Illinois • Representatives in principal cities

TEACHING MATERIALS

Filmstrip Projector SE-529

For Filmstrips and Color Slides

Kodak has just introduced two new filmstrip models of Kodaslide Signet Projectors. Designed for showing both single-frame filmstrips and 2 x 2 color slides, the projectors have a 5" f/3.5 Kodak Projection Ektanon Lumenized Lens. The projectors differ in the wattage of their projection lamps; the Signet 500 (illustrated) with a 500-watt lamp sys-



tem and the Signet 300 with a 300-watt system.

A newly-designed filmstrip feed is extremely simple to load and easy to operate with a unique Geneva ad-

vance mechanism providing fast, accurate film advance.

Both Signets feature an automatic take-up slide changer which gives smooth feeding action and stacks slides in a convenient receiver in the order room.

EASTMAN KODAK CO., Rochester 4, N. Y.

SE-530

Music Manuscript Stencils Can Be Mimeographed Easily

Music manuscripts can be mimeographed easily and economically from special music manuscript stencils made by A. B. Dick Co.

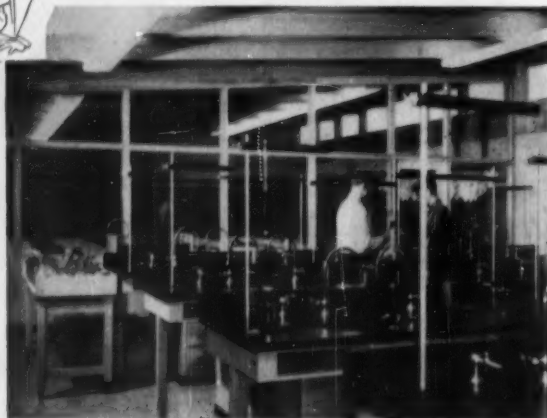
Ten musical staves are die-impressed on the manuscript stencil. The teacher or student can add notes and other symbols by using a roll-point stylus. Both the staves and added notes then can be mimeographed simultaneously.

A. B. Dick Co., 5700 W. Touhy Ave., Chicago, Ill.

SE-415



planning makes the difference in Kewaunee Educational Equipment



For LABORATORIES, INDUSTRIAL ARTS, HOMEMAKING, FINE ARTS

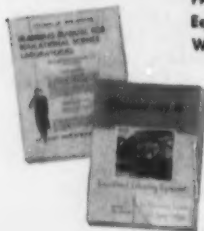
From first to last—from the initial design of every unit to its final installation—*planning* makes the difference in Kewaunee Educational Equipment.

Based on a half century of experience in the educational field, each Kewaunee unit and complete floor layout is *planned* for maximum classroom efficiency, maximum flexibility, long life and low cost.

Whatever *your* educational equipment needs may be—for science laboratories, or industrial arts, homemaking, and fine arts classrooms—consult Kewaunee. Our *planning* services are yours without cost or obligation.

Visit our
A.A.S.A. Exhibit
Atlantic City
Booths:
G-11-13-15-17

FREE PLANNING AIDS. New 44-page catalog of Educational Laboratory Equipment, Section 5. Also new 48-page Planning Manual, Section 5A. Write for your copies.



Kewaunee Mfg. Co.

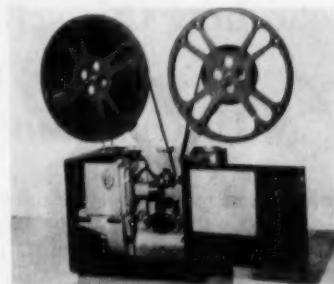
J. A. Campbell, President

5031 S. Center St., Adrian, Michigan

REPRESENTATIVES IN PRINCIPAL CITIES

Two Interruption Shutter Conversion Kit SE-531

Breaks Light Beam 48 Times Per Second



The Mark II Shutter for the complete line of Victor 16mm Sound Motion Picture Projectors has been introduced to correct conditions for proper use of audio-visual equipment. The shutter is a two interruption mechanism which breaks the light beam 48 times per second at sound film speed. This allows 38% more light to pass through the film and on to the screen.

The kit can be installed by Victor Service Centers throughout the world.

VICTOR ANIMATOGRAPH CORP., Davenport, Iowa.



This one versatile accounting machine speeds the figure work on
**BUDGETARY CONTROL, FUND LEDGER,
 ATTENDANCE RECORDS, PAYROLL,
 CAFETERIA RECORDS
 STUDENT ACTIVITY FUND**
 and other school accounting

LOW-COST Mechanized Accounting

In the business offices of school systems large and small the ever-increasing race of figures has been brought under control by the adoption of one or more *multi-use* Monroe

Accounting Machines. A demonstration of this advanced low-cost accounting machine will prove to you how it can quickly pay for itself in the saving of time and error alone.

See the MAN from **MONROE**
 for CALCULATING • ADDING • ACCOUNTING MACHINES

TEACHING MATERIALS

Crayon

SE-532

Can Be Easily Removed With Solvent

Permapex is a new type of crayon, combining permanence with removability. The product allows carefully constructed graphs, charts and diagrams to remain on most surfaces indefinitely. When the project has been completed, the crayon markings are easily removed with Apex

Removo, a special solvent provided by the manufacturer.

APEX PERMANENT CRAYON CO.,
235 Lora Ave., Youngstown 4, Ohio.

Projection Screen

SE-533

Has Flameproof Fabric

Radiant's Screenmaster features an entirely new, functional "teardrop" design case for greater strength and stability and a new, smoother roller action known as Easy-Glide. Also



incorporated in this model is an automatic leg-lock device to provide instant, effortless leg opening when setting up the screen.

The Screenmaster has a flame and mildew-proof Vyna-Flect glass-beaded fabric and is available in eight sizes from 30" x 40" to 70" x 70".

RADIANT MFG. CORP., 2627 W. Roosevelt Rd., Chicago 8, Ill.

Paper Cutter

SE-534

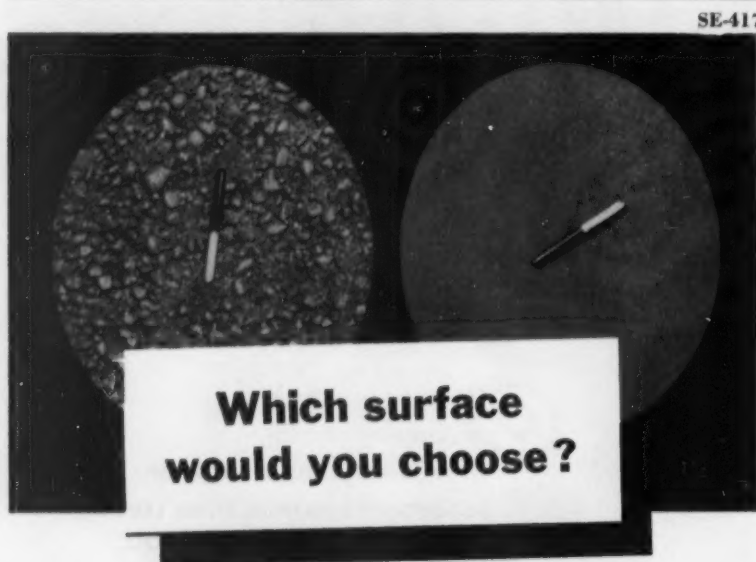
Hidden Blade Insures Safety



Recommended for safe use in elementary classrooms, the new Safe-T Paper Cutter has a hidden blade which cuts anything from tissue to illustration board with speed and accuracy. The cutting edge is an easily changed standard razor blade fixed to the underside of the knob in a transparent cutting channel at the right side of the board. You just press the knob and slide it down the channel.

A black butyrate plastic angle-cutting guide, working in a channel crosswise to the board, provides for simple adjustment to any size or angle. The steel board itself is ruled in 1/2" grids.

HECTOGRAPHIA CORP., 110 W. 17 St., New York 11, N. Y.



HERE are close-up photographs of the actual surface of a typical play-yard before and after sealing with Walk-Top.® Notice the change from gritty, abrasive, coarse texture to a resilient, smooth and non-skid surface. Which surface would you choose for your play area? There isn't much doubt that you would select the Walk-Top surface . . . particularly when you discover how economically it can be applied over any existing paved area.



Walk-Top smooth, all-weather surfaces give you more "play-days" per year.

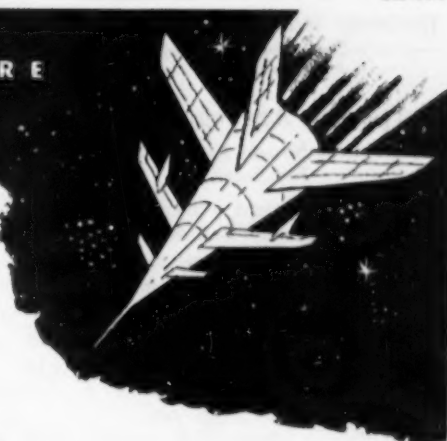
Get full details from our nearest office.



American Bitumuls & Asphalt Company

200 Bush Street, San Francisco 20, Calif. • Perth Amboy, N. J. • Baltimore 3, Md.
Mobile, Ala. • Cincinnati 38, Ohio • Columbus 15, Ohio • Tucson, Ariz.
Seattle, Wash. • Baton Rouge 2, La. • St. Louis 17, Mo. • Inglewood, Calif.
Oakland 1, Calif. • Portland 7, Ore. • Washington 5, D. C. • San Juan 23, P. R.

FURNITURE WITH A FUTURE



NEW

*Beckley*TUBULAR
CLASSROOM

SEATING

for tomorrow's classrooms—today

Truly a new dimension in design with simplicity of line the keynote. All units are the same basic design which combines comfort, durability and convenience.

Beckley Tubular Seating adds a bright, airy, harmonious appearance to any classroom. Three standard sizes with these plus features:



- Self-leveling legs
- Cantilever truss bracing
- Light weight
- Complete foot room
- Contour seat and back
- Economy in price

See "tomorrow's seating today" at A. A. S. A. Convention — Booths G25 — 27 — 29.

Beckley-
Cardy

1900 No. Narragansett, Chicago 39

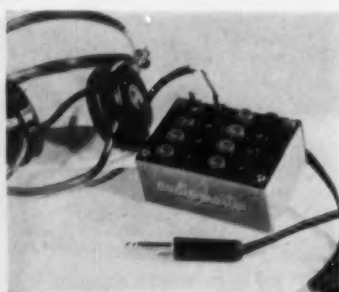
TEACHING MATERIALS

SE-535

Earphone Aggregate Box Distributes Sound to Individual Headsets

A new attachment known as the Earphone Aggregate Box makes possible the use of 8 headsets for individual earphone listening and can be used in conjunction with any record or transcription player, tape recorder or radio receiver which has a detachable loudspeaker or a special jack for earphone use.

The unit is housed in a compact



metal case and covered with a bakelite top, making it easy to manipulate. A 10 foot extension cord completes the unit.

AUDIO-MASTER CORP., 17 E. 45 St., New York 17, N. Y.

Optical Pointer SE-536 Focuses Classroom Attention



The Swedish-crafted Nife Optical Pointer PF-4, designed for teaching and lecturing, is especially useful in conjunction with the use of slides or slide films. This new lightweight instrument will project a sharp image to a distance of 98 feet, greatly simplifying the lecturer's task of bringing classroom audience attention to focus on a particular portion of the projected map, picture, chart, etc.

The filament of the bulb is arranged in the shape of an arrow.

NIFE, INC., Copiague, L. I., N. Y.

SE-419



Convert your single-purpose gymnasium, hall or classroom to a CAFETERIUM, MULTIPLE-USE ROOM

Left attached to cabinet... for lunches, arts, crafts etc.

with **Mitchell** FOLD-O-LEG **Doubler**
TABLES and BENCHES



Write for Illustrated Folder and Specifications

Versatile, safe, mobile units that seat 20 children or 18 adults in knee-free, uncrowded comfort. The shallow all-steel wall cabinet can be recessed-in-the-wall in major remodeling and new buildings or placed against-the-wall in existing rooms. Tops of Linoleum, Resilyte or Formica plastics. Tubular steel legs. Simple, easy-to-operate folding mechanism. Overall cabinet size: 7' 2" high, 5' 4" wide, 6 1/2" deep. Doubler Table... 13' 10" long, 30" wide, 29" high. Benches... 13' 10" long, 12" wide, 18" high. Also made with one or two tables only or two tables and four benches.

MITCHELL MANUFACTURING COMPANY
2726 S. 34th STREET MILWAUKEE 46, WISCONSIN

MFRS. of MITCHELL FOLD-O-LEG TABLES, BAND AND CHORAL STANDS, SEATING RISERS

SE-537 Magnetic Tape Recorder Ample Accessory Storage Space



The Crestwood Concerto Model 360 Magnetic Tape Recorder is basically a table model unit but has accessory legs that screw into the base to convert it to an armchair-height console.

Woofers and tweeter speaker system are properly baffled to reproduce the full music range of the High Fidelity Crestwood Concerto. Push button control, a printed circuit pre-amplifier and a ten-watt power amplifier are features of this model.

DAYSTROM ELECTRIC CORP., 753 Main St., Poughkeepsie, N. Y.

The **SEAT-EAT** Convertable

Table to Bench — Bench to Table



FOR CAFETERIA SERVICE

Seat-Eat Converts to Table

Dining space for ten people at mealtime, using five chairs on each side. Blonde wood grain plastic top resists scuffing, heat and food acids.

TEN
EATING

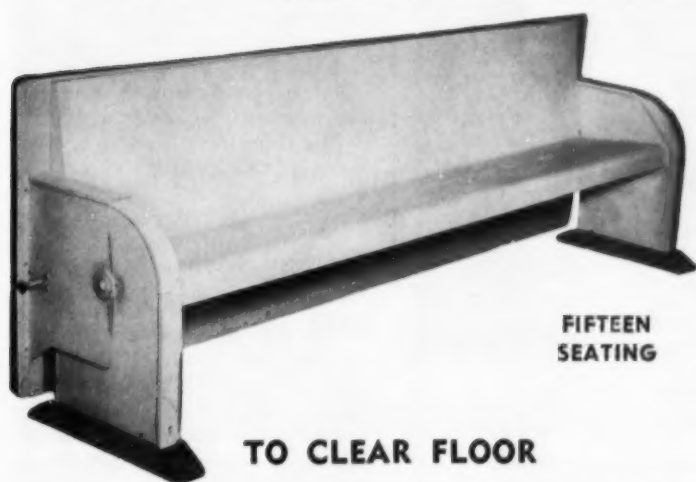


Table available in 30" x 96" and 30" x 72".

Heights from 27" to 30".



A.A.S.A. VISIT
Booth 1359
FEB. 18 - 23, 1956
ATLANTIC CITY, N. J.



FOR GROUP ACTIVITIES

Seat-Eat Converts to Bench

Restful, form-fitting seating for five additional people at group functions. Simply turn one row of chairs to face speaker and the transformation is completed in seconds.

FIFTEEN
SEATING



TO CLEAR FLOOR

Remove chairs and swing Seat-Eat in bench form with back to wall, producing seating around the active area.

Seat-Eat can be supplied with casters with stationary position locks.

Patent Applied For

Write for brochure with complete specifications.

SEAT-EAT, INCORPORATED

1166 West Peachtree Street • Atlanta, Georgia

MAINTENANCE

Electric Tool

SE-536

Converts to Four Machine Use

The Routo-Jig combines the functions of a jig-saw, router, jointer and shaper table. A rectangular base converts the Model 140 quickly for jig-saw work while a circular base makes it a router. Attached in an inverted position to a shaper table, the tool becomes a shaper and jointer.



SE-421

HAWS the leader in
DRINKING FOUNTAINS
FOR *School*
SPECIFICATIONS

Over the years, architects, engineers, school authorities and contractors have come to agree that when sources of public drinking water must meet particularly rigid standards of sanitation, mechanical excellence and design, the ideal specification is HAWS! That's why the name "HAWS" is so often found on drinking fountains used in public schools—where equipment must be extremely rugged, thoroughly dependable, completely sanitary. Always specify HAWS!

DRINKING FAUCET CO.
1443 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

The machine has a powerful AC-DC universal motor which turns a high speed collet at 24,000 rpm.

PORTER-CABLE MACHINE Co., Syracuse 8, N. Y.

Interior Paint

SE-539

In Range of Fade-Proof Colors

A new vinyl flat interior paint, 20th Century Pronto P.V.A., is now available in a complete range of colors that are fade-proof.

This newest P.V.A. formula is odorless and fire retardant. It can be brushed, sprayed or rolled on most interior surfaces. Tools wash clean quickly with water alone; clean-up after painting is easy.

Paints come in gallon and quart sizes, white comes in five gallon cans or drums.

20TH CENTURY PAINT & VARNISH CORP., 456 Driggs Ave., Brooklyn 11, N. Y.

Concrete Sealer

SE-540

Will Not Crack, Chalk, Rub Off

Aqua-Dry is a new concrete sealer that is odorless, non-peeling and non-chipping. The product has an affinity for moisture only before it sets into a synthetic stone. The enamel-like finish will not crack, chalk or rub off on hands, clothing or other articles that come in contact with it.

REX CHEMICAL CO., 906 N. Western Ave., Chicago, Ill.

Storage Bins

SE-541

Stand Rigid Under Heavy Loads

Bulk Bins are designed primarily for the hand storage of goods. The unique assembly of the units permit the creation of storage facilities as daily needs dictate. There is no special labor required for fast set-up, expansion, disassembly or relocation at any time. Additional sections are easily added and the intermediate shelves are designed for simple re-spacing as needs change.

With the Floating Wedge Lock Construction there is no need for nuts, bolts, screws, erection welding or cross bracing. All parts are completely interchangeable.

STURDI-BILT STEEL PRODUCTS, INC., 2501 Peterson Ave., Chicago 45, Ill.

Giant floor machine SE-422



Does work of four 16" machines

This giant new MULTI-CLEAN 31" Floor Machine is the *world's biggest* . . . and an almost unbelievable time-saver for the man who really wants to cut down his cleaning costs.

With its brushing area of 855 square inches (compared with 201 for a 16" machine), it will only require 30 minutes to polish 10,000 square feet of floor!

For example, if your floor now requires one hour to scrub, polish or steel wool with a 16" machine, you'll find that with the new MC-31 you'll be able to do the job in approximately 15 minutes. If you are now using a 12" or 14" machine, the saving will be even greater.

At normal wage scales, a saving of \$700 a year isn't unusual!

Operates Easy as a 12" Machine

Despite its huge size, the MC-31 is quiet, smooth-running, and as

easy to operate as a standard 12" machine.

Sturdy wheels of non-marking rubber make it easily portable, and lock out of the way while the machine is operating. A heavy duty axle prevents sagging or wheel spread.

Rubber bumpers protect baseboards, furniture, and the machine. The handle is easily adjustable for the comfort and convenience of the operator.

Like other MULTI-CLEAN Floor and Scrubbing Machines, the MC-31 is 100% ball-bearinged. Its compact gear unit is sealed and permanently lubricated at the factory.

Economical

With its saving in cleaning time, low upkeep, and other advantages, the MC-31 is the most economical choice for most buildings with hallways and large, unobstructed areas.

Find out how much you can expect the MC-31 Floor Machine to save *YOU*. For complete information, see your nearest MULTI-CLEAN Distributor or mail the coupon below.

SPECIFICATIONS

Motor.....	Extra heavy duty 115V or 230V G.E. capacitor
Hp Rating.....	1½
Brush Plate RPM.....	158
Number of Brushes.....	4
Diameter of Brushes.....	12"
Brush Covering Area.....	855 sq. in.
40-foot 3-conductor Cable.....	12 gauge
Machine Weight, Pounds.....	156



MULTI-CLEAN Products, Inc., Dept. SE-26
2277 Ford Parkway, St. Paul 1, Minnesota

- ☐ Please send me information on the new 31" Floor Machine.
- ☐ I would appreciate suggestions on how I can reduce cleaning costs on large floor areas.

Name _____ Title _____

Address _____

City _____ Zone _____ State _____

MAINTENANCE

Wet-Dry Vacuum SE-542

Is Explosion-Proof

Clarke's Wet-Dry Vac has been approved by Underwriters Laboratories for use in Class I, Group D and Class II, Group G atmospheres.

The machine is powered by a $\frac{7}{8}$ hp bypass, moisture-proof motor. The dry capacity is $1\frac{7}{8}$ bushels; wet capacity 15 gallons. The unit has a convenient dump valve, rubber bumper, swivel caster-wheels. Avail-

able with various combinations of cleaning accessories and tools.

CLARKE SANDING MACHINE CO., Muskegon, Mich.

Hand Truck SE-543

Has Capacity of 1500 Lbs.

Model A-209MD is a light-duty hand truck with a capacity of 1500 lbs. The deck and longitudinal channel sides are formed of 12 gauge sheet steel with 2" channel iron (both longitudinal and transverse) providing intermediate support.



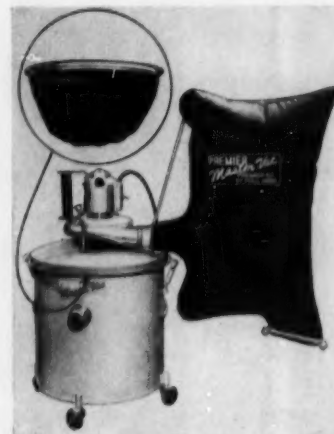
Wheels are 8" x 2" metal base with demountable rubber tires, felt sealed bearings and one-piece hub assembly. The tires have a steel base backing for easy replacement.

Standard deck size is 32" wide x 72" long x 12" high. Also available is the 32" wide x 40" long deck size and 6" x 2" wheels.

MERCURY MFG. CO., 4044 S. Halsted St., Chicago 9, Ill.

Floor Machine SE-544

Pleated Filter Increases Suction



Incorporation of a recently designed pleated, internal cloth filter as standard optional equipment on the Premier Co. line of vacuum cleaning machines has just been announced. The filter produces three times greater filtering area than was formerly possible, increasing suction efficiency with less frequent filter cleaning. The pleated filter also permits greater circulation of air in models with self-contained motors, allowing cooler motor operation.

Heavy-duty units in the Premier line, equipped with external, bag-type filters, can now be equipped with the new filter as an auxiliary unit.

THE PREMIER CO., Dept. KP, 755 Woodlawn Ave., St. Paul, Minn.

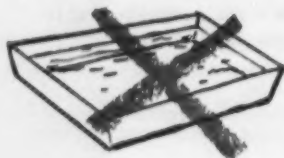
SANI-MIST STOPS ATHLETE'S FOOT

the NEW SANITARY WAY



FREE! The new SANI-MISTER dispenser is leased to you FREE OF CHARGE with the purchase of 5 gallons of SANI-MIST solution.

Don't Spread It
with old fashioned methods
of foot sanitation



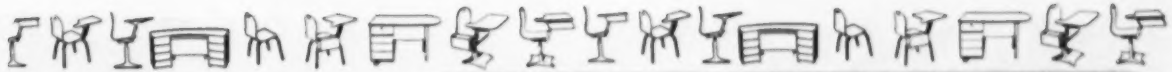
For constant, maximum protection against the spread of Athlete's Foot Fungus, put SANI-MISTER Spray Dispensers in your school's shower rooms.

The SANI-MIST method is simple, inviting and effective—the most sanitary method yet developed for protection against Athlete's Foot. The SANI-MISTER dispenses a refreshing, full strength treatment from a sealed tank every time. No chance for dilution, contamination or re-use of the solution, as in common foot baths or foot pads.

The SANI-MIST method is used in many of America's most prominent schools and colleges—names on request. Write today for complete details of FREE OFFER.

SANI-MIST INC.

Dept. E • 1724 Chestnut Street, Phila. 3, Pa.



Your Best Investment for Pupil Comfort and Teacher Efficiency

No wonder more and more of America's leading schools are demanding Barga-designed classroom furniture by General . . . it's America's *finest* in design and construction. Contour-formed Bodytone seats flex with each movement . . . encourage comfortable upright posture, discourage slouching, reduce fatigue. Exclusive palette-shaped desk tops keep students' arms properly supported to permit writing without bending forward. Every Barga *Staput-Movable* desk can be "tailor-made" in seconds to fit students of any height or weight. Quick and positive adjustments may be made with the pupil in the seat, thus assuring a perfect fit. The design and manufacture of specialized equipment for schools is our *only* business . . . not a sideline. The complete General line of school equipment includes beautiful, functional desks, chairs and tables for teachers and pupils of every grade from kindergarten through high school.

"we're all sold on General School Desks"

"My General desk helps me sit up straight and write better. I don't get as tired any more because my desk just fits me."


"General *Staput-Movable* desks save up to 30% of valuable floor space without sacrificing aisle space or freedom of movement. I'm greatly impressed by pupil and teacher reaction."


"I arrange the General desks in my classroom in a number of ways to suit different situations. These desks cut discipline problems and increase pupils' alertness. My own General desk serves as a comfortable and efficient conference unit."

"These new General desks have reduced my sweeping time by at least 50%. Now I can get at some of the other chores I never had time to do before."

Student 

Principal 

Teacher 

Janitor 

American Association
of School
Administrators
Convention, Atlantic
City

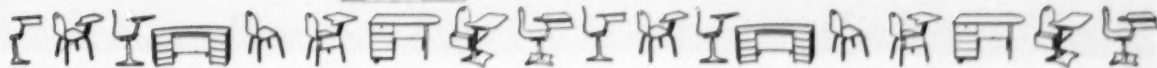
SEE US AT:
BOOTHS 1317-1319
Atlantic City
Auditorium

General



SCHOOL EQUIPMENT COMPANY

869 HERSEY STREET, ST. PAUL 14, MINN.



EDGEWOOD SCHOOL SELECTS WESTINGHOUSE LIGHTING TO HARMONIZE WITH MODERN DESIGN

Edgewood School in Columbus, Georgia, wanted lighting fixtures that would provide optimum illumination and controlled brightness, and yet not disturb the distinctive ceiling design. Westinghouse LC luminaires were selected because they met these requirements. In addition, these handsome new units are easy to service—hinged louvers simplify cleaning and relamping, cutting maintenance time to a minimum.

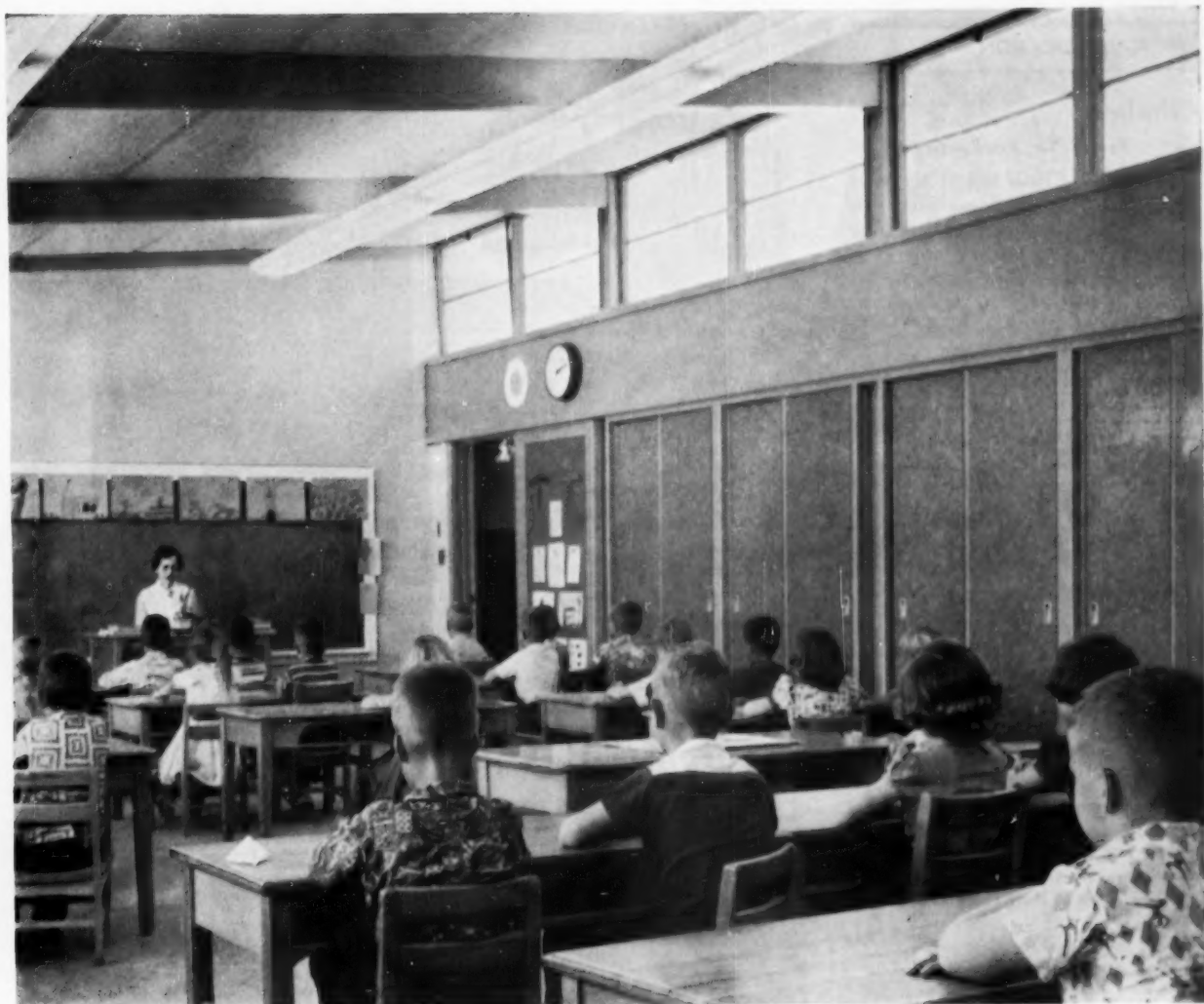
Planning an expansion or modernization program? Write for the Westinghouse *ABC Plan for School Lighting*, which explains how much light is needed and how many luminaires will do the job. Address your inquiry to Westinghouse Electric Corporation, Lighting Division, Edgewater Park, Cleveland, Ohio—or consult your local Westinghouse distributor.

J-04387

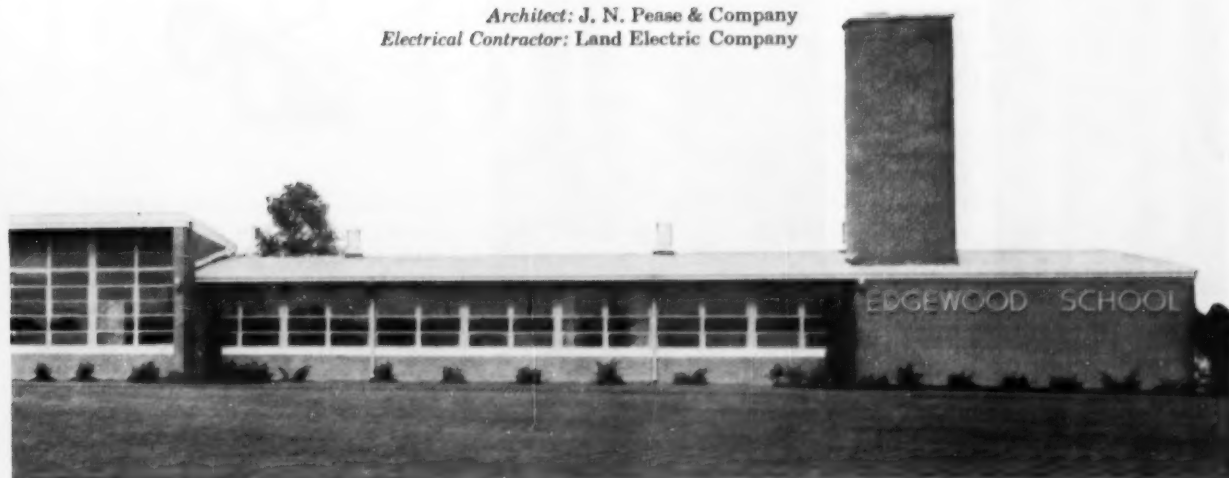


YOU CAN BE SURE...IF IT'S Westinghouse®





*Architect: J. N. Pease & Company
Electrical Contractor: Land Electric Company*



PHYSICAL EDUCATION

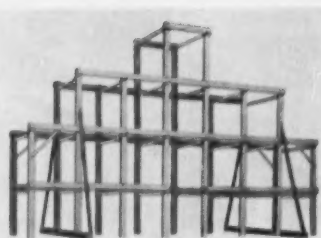
Climber

SE-545

Needs No Anchoring

The Castle Climb is just the kind of unit that the children love—it's 8 feet high and almost 13 feet long—plenty of room for climbing. It needs no anchorage and can be moved as desired.

The Castle Climb is built of selected, clear, ladder-grade wood—the same used in extension ladders.



Rungs are varnished; frame is weather-resistant, red enamel.

THE GOSHEN MFG. CO., INC.,
Goshen, Ind.

SE-427

HOW

BENNETT

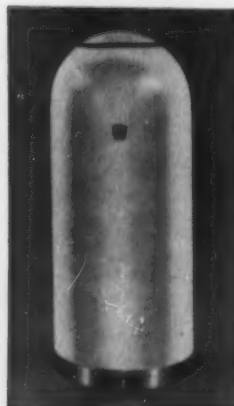
WASTE RECEPTACLES

make Cleanliness automatic

In schools, outside schools Bennett Self-Closing and Drop-in Waste Receptacles practically eliminate the problem of unsightly and unsanitary papers and other trash. By conveniently placing these waste receptacles to invite their use, cleanliness becomes automatic.

Messages stenciled on Bennett Self-Closing Waste Receptacles increase their use.

BENNETT DROP-IN WASTE RECEPTACLES



- Stainless steel feet eliminate rusting
- All welded construction
- Smooth exterior surface
- Phosphate primed steel for corrosion resistance
- Baked on enamel finish



BENNETT SELF-CLOSING
WASTE RECEPTACLES

FILL IN AND MAIL COUPON TODAY

THE BENNETT MANUFACTURING COMPANY, ALDEN, NEW YORK
Kindly send to my personal attention catalogs on Bennett Waste Receptacles.

SE-2-56

Name _____

Title _____

School _____

Street _____

City _____

State _____

Diving Unit

SE-546

Is Completely Portable



The Nissen Aqua-Tramp is a sturdy, trampoline-type unit, which can be used to replace or supplement diving boards. The frame and legs are aluminum painted and water-proofed, with all fittings and moorings cadmium plated to completely resist corrosion. The legs are cushioned with rubber shoes to prevent shifting. The bed is all nylon and of double thickness for long use.

As shown, the unit is perfectly portable—easy to set up, fold up, and carry.

NISSEN TRAMPOLINE CO., Cedar Rapids, Iowa.

Prescription-Ground SE-547 Goggles

For Football Players



Football players who normally wear glasses are now offered goggles with prescription-ground lenses that permit perfect vision. These glasses are all rubber and are safe for the roughest sports.

The goggles are ventilated to prevent steaming up. The lenses are case-hardened and are always prescription ground by technicians.

SAFE-PLAY GOGGLE CO., 540 E. Grand Ave., Beloit, Wis.



Do you run **your school** as efficiently as a modern office?

Your business is teaching young people the skills that will help them succeed in the world of the modern office.

We of Dictaphone Corporation believe that training in Dictaphone TIME-MASTER transcription has its vital place in this curriculum.

And yet . . . are you practicing what you preach? Are you speeding your own communication . . . your letters, memos, reports, ideas . . . by means of the world's most accepted and trusted dictating machine, The Dictaphone TIME-MASTER?

You owe it to yourself to gain the extra time . . . relaxation . . . fluency that TIME-MASTER dictating invariably bestows.

And you owe it to your pupils to run your office along the efficient lines they'll discover in the business world . . . along TIME-MASTER lines.

Why TIME-MASTER instead of a less well-known dictating machine? Consider these Dictaphone exclusives:

Only DICTAPHONE has the plastic DICTABELT record . . . unbreakable, mailable, filable, crystal-clear, non-erasable, visible during dictation, and most economical.

Only TIME-MASTER is so durably engineered for the hard knocks of office and travel . . . so reliable . . . so easy to operate.

Only DICTAPHONE offers such quick service by factory-trained representatives nearly everywhere across the country.

Only DICTAPHONE has gained complete, world-wide acceptance . . . selling twice as many dictating machines as anyone else.

We'd be glad to tell you more about TIME-MASTER for your own use. And about Dictaphone's School-Rental-At-Cost Plan for use in your classrooms. There's a Dictaphone office near you—or write Dictaphone Corporation, Educational Division, 420 Lexington Ave., New York 17, N. Y.

You'll enjoy a visit to the Dictaphone Exhibit at the A. A. S. A. Show in Atlantic City, February 18-23

DICTAPHONE CORPORATION

DICTAPHONE, TIME-MASTER AND DICTABELT ARE REGISTERED TRADE-MARKS OF DICTAPHONE CORPORATION.

ALL-NEW FOR MODERN SCHOOL ADMINISTRATION



Rauland MODEL S224 LOW COST Intercommunication System 2-Way Communication and Program Facilities

- * For up to 48 rooms
- * "All Call" feature
- * Volume level indicator
- * Remote mike operation
- * Matching radio and phonograph available

This compact, precision-built system is ideal for low-cost 2-way communication facilities to provide efficient supervision of all school activities. Announcements, speeches and voice messages can be made by microphone to any or all rooms (up to a total of 48); speech origination from any room to the central cabinet is available. Includes "All-Call" feature for simple instantaneous operation. Incorporates 30-watt amplifier with input connections for remote microphone, radio, phonograph and tape recorder. Housed in a compact, attractive all-steel blue-gray cabinet suitable for desk or table. When combined with the S404 matching radio-phonograph (see below), a complete centralized school sound system with unusual flexibility and utility is achieved at remarkably low cost, within the budget means of even the smallest school.

MATCHING S404 RADIO & PHONOGRAPH

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player which plays all records up to 12" at 33 1/3, 45 and 78 rpm speeds. The matching S404 and S224 units may be stacked compactly to conserve desk space. Together, they form a complete and versatile sound system offering both communication and program facilities at the most moderate cost.



WRITE FOR COMPLETE DETAILED DESCRIPTION

RAULAND-BORG CORPORATION

Rauland-Borg Corporation

3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have
..... classrooms.

Name Title

School

Address

City Zone State

IN STUDY HALLS



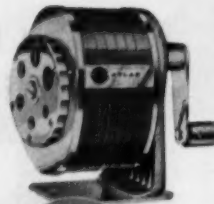
ON WORK-BENCHES



AT ART CLASSES



The Choice is Apsco



Apsco

Not just pencil sharpeners—but specific models for specific applications! The ATLAS; the DANDY; the DEXTER DRAFTSMAN—each has its place and special usage in the halls of learning! Whenever teacher or student look to quality construction; long life; precision points; they select—

America's Choice —

Apsco products inc.

9855 WEST PICO BLVD.
LOS ANGELES, CALIF.

No. 1

IN
AMERICA'S
SCHOOLS

Master

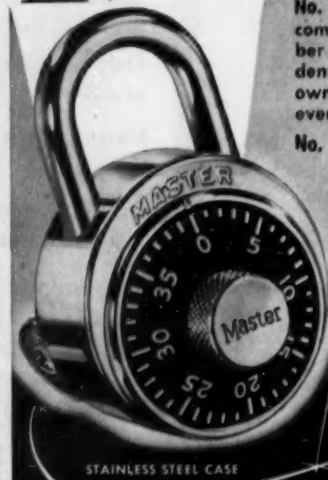
COMBINATION PADLOCKS

No. 1525 — Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

No. 1500

Same as No. 1525, but without key-control.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 6.



STAINLESS STEEL CASE



Master Lock Company, Milwaukee 45, Wis.

World's Largest Padlock Manufacturers

LIBRARY

Steel Shelving

SE-554

Perfect for Small Libraries

Small libraries can make good use of the new all-steel Shelv-It-All units or they can be used to store equipment, supplies, stationery, etc. They combine attractive, modern design, a beautiful ebony baked enamel finish, and heavy duty steel construction and can be used both in areas open to public view and in store rooms. Several units can be joined at the sides or back for large storage areas.

Each shelf is adjustable at 1" intervals and holds up to 300 lbs. The units are 6' tall, 3' wide, 12' deep and weigh 44 lbs.

S. A. HIRSH MFG., Co., 8051 Central Park Ave., Skokie, Ill.

Card Catalog File

SE-555

60-Drawer Unit

The Library Div. of Standard Wood Products Corp. announces their new model 130 Card Catalog File for school libraries. This is a 60-drawer unit, of flush construction with an enclosed base. At the bottom of the case, a setback is provided and covered with green linoleum. The vertical uprights are faced with half-inch Densi-Wood to prevent the denting and splintering otherwise caused by repeated tray impact. Trays are available with either the standard or double compartment ring pull, sloped fronts, or both.

All exposed woodwork is northern hard maple.

STANDARD WOOD PRODUCTS CORP., 47 W. 63 St., New York 23, N. Y.

8¢ profit from a 10¢ sale!

**It's easy with a
CRETORS Popcorn Machine!**

Make those crowds produce extra funds for your school with a CRETORS Popcorn Machine . . . No other food item is so popular as popcorn. No other money-making enterprise gives your school such a high return, and you can sell wholesome, nutritious popcorn to your students and friends with pride, because popcorn is a healthful food . . . Write for the money-making details. Delayed payment plans available.

Complete line of floor and counter model popcorn machines for all schools. Earning capacities from \$12 to \$75 an hour.

Cretors Popcorn Machines
Since 1885
Styled for Sales / Engineered for Profits

SALES OFFICE: Cretors, Popcorn Bldg., Nashville, Tenn. • **FACTORY:** Chicago, Ill.
Distributors Coast to Coast • **IN CANADA:** Super Pufft, Ltd., Toronto
Theatre Confections, Ltd., Toronto • Service Confections, Ltd., Winnipeg

ADMINISTRATION

Intercom System

SE-548

In 2 to 10 Station Unit

The Connecticut Telephone & Electric Corp. is offering a modern two-to-ten station inter-office telephone system that has the advantages of a telephone communication combined with such services as two-way loud speaker station, voice paging, conference circuit, and loud bell signals for noisy areas.

Designed so it can be used either



on the top, or mounted on the side of a desk, the Direct-A-Call occupies only a 4" x 6" space.

CONNECTICUT TELEPHONE & ELECTRIC CORP., Meriden, Conn.

Adding Machines

SE-549

In Interesting Color Combinations



Clary Corp. announces its first series of colored adding machines in both its 10-key and full-keyboard models. Five colors are now available: the new Clary blue, grey, green, beige and turquoise with contrasting center panel, keyboard and keys to establish a center of interest for the operator.

Black and red numerals and symbols highlight keyboards of the colored machines.

CLARY CORP., Dept. C-115, San Gabriel, Calif.

SE-433



"It's far simpler to use one cleaner for all surfaces."

WHY confuse your maintenance men with a closet-full of special cleaners—when you can use WEST's All-Purpose Cleaner.

It simplifies:

- cleaning routines
- reordering
- inventory records
- storage space.

Low cost and quantity prices save you money. Too, a little WEST All-Purpose Cleaner goes a long way. You use only three ounces in a gallon of water. You get exceptional deter-

gency—even in hard water—without high alkalinity. It cleans just about anything:

- floors of all types
- painted or unpainted surfaces
- tile
- leather
- plastics
- glass
- many other materials.

LET a WEST Sanitation Specialist demonstrate the advantages of All-Purpose Cleaner. Just write. Or call your local WEST office.

OLDEST AND LARGEST COMPANY
OF ITS KIND IN THE WORLD



FREE FOLDER

Use your business letterhead to request our folder on the economies of ALL-PURPOSE CLEANER.

WEST DISINFECTING COMPANY
Dept. 15, 42-16 West St.
Long Island City 1, N. Y.



Branches in Principal Cities

In Canada: 5621-23 Casgrain Avenue, Montreal

Filmstrip Filing System

SE-550

Drawers Lock-Stack on Each Other



The Add-A-Drawer Filmstrip Filing System provides a method of setting up and administering an organized filmstrip library. The small library needs only one drawer called the Starting Unit with a capacity of 90 filmstrips. When more filmstrips are acquired, additional drawers are added as needed. They lock-stack one on another indefinitely.

The system provides an indexed, key-numbered compartment for each filmstrip title. Filing, finding, storing and booking filmstrips is simplified.

BRADFORD PRODUCTS CO., 810 17th St., North Chicago, Ill.



SE-434

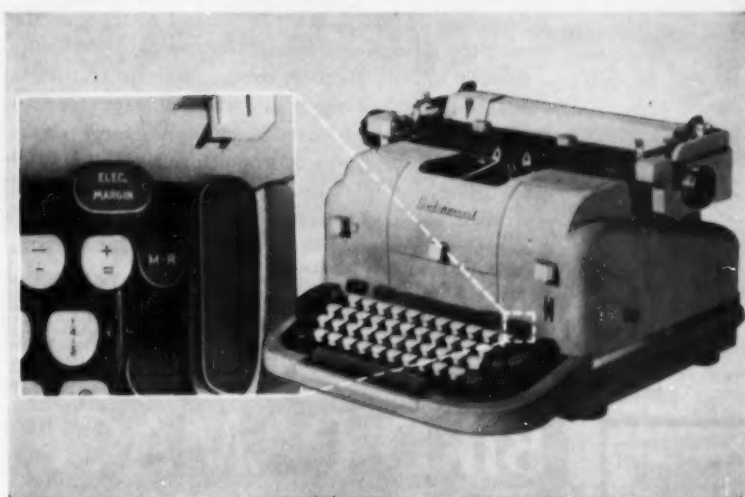
BUSINESS EDUCATION NEWS

UNDERWOOD CORPORATION

SERVING EDUCATORS EVERYWHERE

ONE PARK AVE., N. Y. 16, N. Y.

New Booklet Helps Teach Electric Typing



KEYBOARD CONTROLLED ELECTRIC MARGINS

The new Underwood Electric features exclusive "Keyboard Control." All operating controls are conveniently located on the keyboard. There's no hunting around for margin controls, for instance. Students set margins automatically with the Margin Key on the right hand side of the keyboard. For further information on Underwood's Keyboard Controlled Electric Margin, circle Number 2 on the coupon below.



Messy Mary—her creation—left behind on typing station.

"Certificate of Progress" Encourages Typing Students to Improve!

Underwood's new "Certificate of Progress" will help your students increase their typing speed. Awarded for progress, students do not have to be writing at a rapid rate to receive a Certificate. We'll supply your teachers with printed Certificates free upon request. If you are interested, circle Number 3 on the coupon.

Teachers and Students Benefit from this Handy Self-Instructing Text

Underwood's new booklet *Electric Typing Is Easy Typing* is a self-instructing text, complete with directions, drills and speed tests, introducing students to the Underwood Electric. The new booklet is constructed so that a typist can spend from three to ten class periods in getting acquainted with the machine. Your teachers will like *Electric Typing Is Easy Typing* because of its simplicity, flexibility and clear-cut daily lesson plans. A complimentary copy is yours for the asking. Circle Number 1 on the coupon below.



Mail this coupon today!

Dr. Earl G. Hicks, Manager
Business Education Division
Underwood Corporation
One Park Avenue, New York 16, N. Y.

Please send me further information on:

1 2 3

I would like a demonstration of:
the new Underwood Electric ☐
the new Underwood Standard ☐

Name and Title

School

School Address

City Zone State



Available electric or gasoline driven . . . explosion-proof, vapor-proof, water-proof.



LINCOLN

**is the SELF-PROPELLED
AUTO SCRUBBER FOR
Automatic FLOOR CARE!**

No other method of cleaning floors can match the results and economy you get with a Lincoln Auto Scrubber! Does 5 jobs far faster and better than the crew of mop-and-pail men it replaces. Automatically spreads solution, scrubs, rinses, picks up and dries. Makes floors sanitary-safe. Five models for any floor size. Designed with years ahead features. All quality in construction and performance! Those who know the difference buy Lincoln! Write for free demonstration and floor care tips by our experts.

Performance Proved
Maintenance Machines
. . . World-Wide
Sales and Service

For Buying Facts Write
Lincoln-Schluster Floor Machinery
Co. is a subsidiary of

THE AMERICAN
FLOOR SURFACING MACHINE CO.
ESTABLISHED 1903

549L So. St. Clair St. Toledo 3, Ohio

SE-436



LEG BENCHES

DRAWING TABLES

CABINET BENCHES



VISIT
BOOTHS
1240-1242
. . .
**A.A.S.A.
CONVENTION**
. . .
ATLANTIC CITY

Here's an economical, yet flexible Drawing Table

that can solve your equipment problems! Table can be furnished as shown, with Six-Drawer Unit and Drawing

Board Storage Cabinet; or with only one of these units. Also available as basic Drawing Table without cabinet or drawer units! All-steel constructed, this table is 40" high, and is equipped with an adjustable 36" x 28" steel top. Send NOW for complete information . . . and ask for SCHOOL SHOP EQUIPMENT CATALOG!

PARENT METAL PRODUCTS INC.
Locust at Fourth St. Dept. E-2 Philadelphia 6, Pa.

SE-437

**BIRD DAMAGE
IS COSTLY**

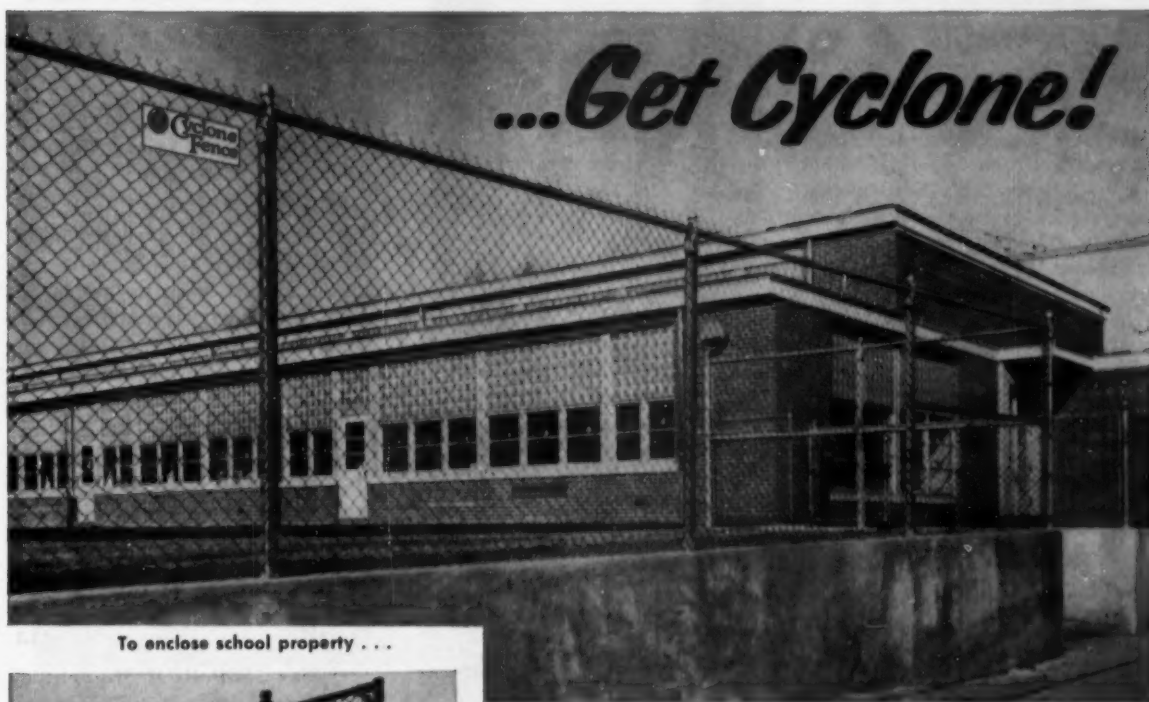
ECONOMICAL SAFE

Bur-Co. Bird Repellent will pay for itself many times in labor saving and elimination of building repairs. It does not harm birds — they instinctively dislike Bur-Co. No chemical reaction on any building material. It will not harm humans. Each application properly applied will eliminate birds for one year.

POSITIVE HUMANE

BURR CHEMICAL CO.
3329 AUBURN ROCKFORD, ILL.

Whatever your school fencing needs...get the best



...Get Cyclone!

To enclose school property . . .



To fence a football field . . .



To build a tennis court . . .

**NO JOB IS TOO LARGE—
NO JOB IS TOO SMALL FOR CYCLONE***

**Cyclone is the trade-mark name of fence made only by Cyclone.
Accept no substitute.*

**CYCLONE FENCE DEPT., AMERICAN STEEL & WIRE DIVISION
UNITED STATES STEEL CORPORATION
WAUKEGAN, ILLINOIS • SALES OFFICES COAST-TO-COAST
UNITED STATES STEEL EXPORT COMPANY, NEW YORK**

Fence is a vital, indispensable part of every well-run modern school. Fence serves a variety of different purposes—from protecting valuable property to making safe play areas for small children.

And because fence is so important to school operation, it pays to have good fence that will assure years of trouble-free service. Such a fence is Cyclone. Wherever Cyclone Fence has been installed it has proved that it has the strength and stamina to stand up, even under severe conditions of weather and service.

You can buy cheaper fence than Cyclone, but it will probably cost you more per year. Cyclone gives full value for your dollar. Nothing but brand-new, top-quality material is used throughout. Posts and top rails are heavy and rigid. Gates won't drag. The chain link fabric is woven from heavy steel wire and galvanized *after* weaving for greatest resistance to rust and corrosion. And Cyclone Fence is erected by full-time, Cyclone-trained experts. Ask our experienced engineers for advice, and send coupon for free Cyclone Fence booklet.

Cyclone Fence
Dept. 326, Waukegan, Ill.

Please send me without obligation, complete information
on Cyclone Fence and Gates.

Name

Address

City

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USS CYCLONE FENCE

SEE THE UNITED STATES STEEL HOUR. It's a full-hour TV program presented every other week by United States Steel. Consult your local newspaper for time and station.

UNITED STATES STEEL



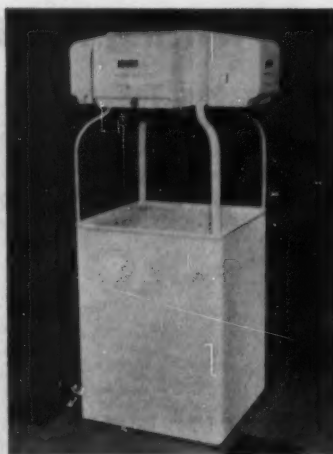
OTHER NEW PRODUCTS

Paper Towel Dispensing Unit SE-551

With Receptacle Stand

The new combination dispensing unit and receptacle stand made by Bay West Paper Co. can accommodate from one to four towel cabinets of any type depending on the number needed to give service in a particular washroom.

The Mosinee Four-Way Stand has an unusually large receptacle unit which is equipped with an easily re-



movable canvas bag for removing used towels.

BAY WEST PAPER CO., Green Bay, Wis.

Safety Marker SE-552

Running Boy Shape Slows Motorists

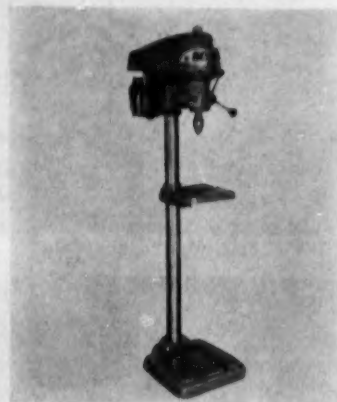
Prismo's "Big Joe" pavement marker is designed to guard every school crossing. It is made of the Prisco Plastix material that is always bright and resists weather and wear. It is easy to apply, lasts for years, and is inexpensive and attractive.

The marker is visible both day and night and comes in several different sizes and colors.

PRISMO SAFETY CORP., Huntingdon, Pa.

Drilling Machine SE-553

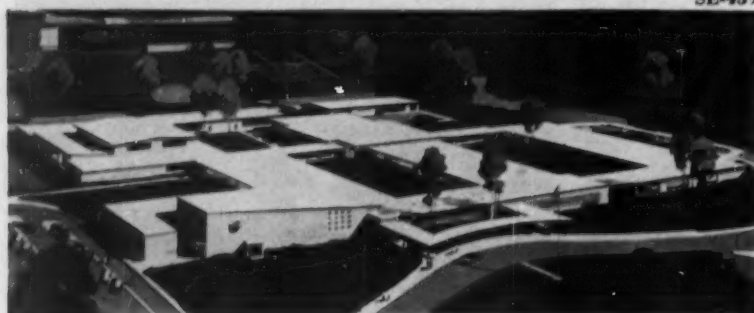
Has 1800 RPM Motor



Rated at $\frac{1}{2}$ " capacity in cast iron with an 1800 rpm motor, the 16" Royals are equipped with a 0" to $\frac{1}{2}$ " capacity chuck mounted on a taper plug spindle. The drills are shipped complete with electrical controls including overload protection, motor mount, vee belt, pulleys for spindle and motor, and contour-fitting belt guard as standard equipment.

Electrical controls are built-in and convenient. A simple V-belt drive transmits motor power efficiently and directly to the 6-splined spindle, for full torque at all spindle speeds.

CINCINNATI LATHE AND TOOL CO., Cincinnati 9, Ohio.



Aldine Senior High School, Aldine, Texas—H. J. Elsik, Superintendent
Architects: C. H. Kiefner and Eugene Werlin, Houston
Engineer: Raymond L. Jenkins, Houston

Another Repeat Specification for CLOW GASTEAM RADIATORS!

THIS NEW 47 CLASSROOM SCHOOL installed 116 Clow Gasteam radiators totaling 6107 sq. ft. of radiation this year. This was because Clow Gasteam radiators have demonstrated superior performance in the important considerations of safety, comfort, economy and durability in seven other schools built by the Aldine Independent School District in the past two years.

Also it's much easier to expand your school when it is heated with Gasteam radiators—all you have to do is add more radiators! No worry about the boiler being big enough.

Just contact us and we'll put you in touch with our nearest distributor. He'll be glad to refer you to satisfied school users in your area.

See our catalog in



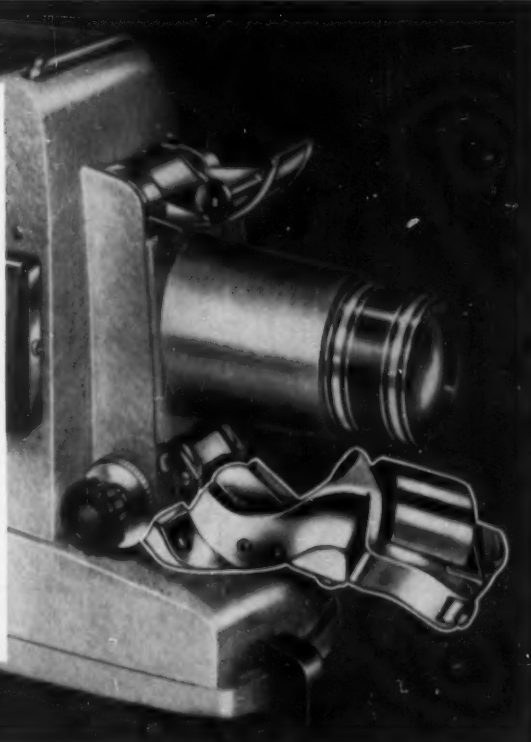
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INC.
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*the only time
you touch the
filmstrip is
in threading!*



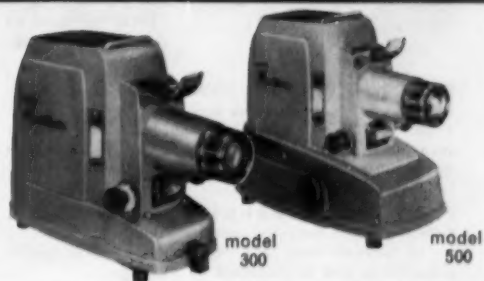
**NEW TYPE REWIND TAKE-UP — EXCLUSIVE
ACCESSORY FOR SCHOOL MASTER PROJECTORS**

Here is new protection for your filmstrips . . . new convenience for you! Filmstrips are automatically rewound into the original filmstrip can, ready for showing at any time. All you do is replace the lid on the container!

NO SCRATCHES • NO FINGERPRINTS • SAVES TIME

The SVE Rewind Take-Up completely eliminates bothersome hand-winding. But even more important, it prolongs film life, reduces wear and tear on film and prevents fingerprints and smudges caused by frequent handling. Fits any School Master model. Can be easily and quickly attached. Never need be removed.

Ready to attach **\$5.95**



SVE SCHOOL MASTER PROJECTORS

Two versatile dual-purpose models. Switch from filmstrips to slides in 7 seconds!

School Master 500, Projector only **\$84.50**
School Master 300, Projector only **\$64.50**

**SCHOOL MASTER REMOTE CONTROL
PROJECTORS**

Permits teacher to advance film from any location in the room. Does not interfere with manual operation.

School Master 300 Remote Control Projector **\$99.50**
School Master 500 Remote Control Projector **\$119.50**

Your authorized SVE Audio-Visual Dealer will be glad to show you these SVE products. Call him or mail the coupon.

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A Subsidiary of General Precision Equipment Corporation



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1345 Diversey Parkway, Chicago 14, Illinois

Gentlemen: Please send me complete information on the items checked. There is no obligation.

☐ SVE Rewind Take-Up ☐ School Master 500 Projector
☐ School Master 300 Projector ☐ SVE Remote Control Projectors

Name

School or Church

Address

City Zone State

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Start your next floor waxing job

Check System



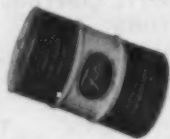
FULLER BRUSH
"Work Organizer"
for checking up on
maintenance jobs

FOR NEW FLOORS — A NEW WAX . . . From the Fuller Brush laboratory comes Super-Fullduty — a wax with a base of #1 prime yellow Carnauba. Exhaustive tests show Super-Fullduty adds luster to floors and keeps new floors looking new. It is the finest wax in the complete Fuller line.

FOR REDUCING DANGER OF SLIPPING . . . Fulltred contains duPonts' Ludox® colloidal silica. It is safe for all types of floors including asphalt, vinyl, or rubber compositions, and is unaffected by freezing.

FOR ECONOMY . . . In line with the Fuller Brush policy of providing floor waxes for every usage, and in every price bracket, we offer Fullthrift as a money-saver. Our laboratory developed a Carnauba-synthetic base giving this wax remarkable durability for its price.

But we don't stop with product development — we have studied economical application. We help you improve the efficiency of maintenance labor, by furnishing you a "Work Organizer". To introduce our services we offer this "Work Organizer" without obligation. Simply write for it today.



-----MAIL TODAY-----

The Fuller Brush Co.
3556 Main St.
Hartford 15, Conn.

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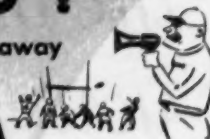
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End costly, time-consuming manual handling of folding furniture with modern Midwest Caddies. Virtually all folding chair and table damage occurs in handling . . . but with safe, quiet Caddies, expensive repairs and replacements are eliminated. Caddies *double* the convenience of your folding furniture!

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Caddies permit maximum storage in limited space. With Caddies, your folding chairs and tables can be stored in a minimum space, *anywhere*. And they are always neat — instantly available. Caddies are available in a complete range of sizes and styles to solve any handling or storage problem.

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Newcomb, the Sound of Quality, Public Address Equipment. Three complete lines of Newcomb amplifiers and portable systems are described in this attractive 20-page catalog. The catalog is comprehensive and lists all special features of each line so that it is a simple matter for each school to select the specific model best suited to its particular needs. *A Selection of Newcomb Portable Sound Equipment Specifically Designed for Schools, Churches, Clubs, Recreational Activities.* This catalog shows combination transcription players and public address systems, three-speed phonographs, school radio model, etc.

Complete specifications are included. *Newcomb Hi-Fi Components Catalog.* Schools wishing to assemble their own Hi-Fi systems from component parts will find this catalog sheet invaluable. Listed and pictured are several models of amplifiers, tuners, etc. Complete descriptions are given. NEWCOMB AUDIO PRODUCTS Co., 6824 Lexington Ave., Hollywood 38, Calif.

SE-602 Sliding Glass Doors

Miller Sliding Glass Doors, Aluminum or Steel. Features of Miller's aluminum and steel lines are illustrated in the 8-page catalog, as well as 1/4 size architectural tracing details, frame and glass sizes and specifications. Interchangeable glazing of single and dual glass is a standard feature of the aluminum line. All Miller doors are double-sealed with mohair pile weather-

stripping. FRANK B. MILLER MFG. Co., INC., 3216 Valhalla Drive, Burbank, Calif.

SE-603 Electrical Signaling Equipment

Faraday, The Emblem of Signal Service Since 1875. Included in this looseleaf binder is the complete line of Faraday Signaling Equipment. A numerical and alphabetical index at the front of the catalog assists as a reference source. The binder is made up of numerous individual catalogs covering specific equipment, each with a designated catalog number. SPERTI-FARADAY, INC., Adrian, Mich.

SE-604 Architectural Troffers

Smithcraft Architectural Troffers. A thirty-six page catalog, with complete information on the newly redesigned Smithcraft Architectural Troffers, has been released. Divided into sections to aid in the selection of lighting units, the catalog gives complete foot troffers in all types of ceiling construction. In addition to the presentation of 12" wide module and flanged troffers, the catalog includes information on various ceiling lighting patterns, plus the selection of a wide choice of shielding designs in plastic, glass, lens (flat and dished), plastic louvers, etc. Information on the Yoke-Aligner Hanger Assembly, Gridex-Troffers, including complete technical specifications, ordering information, and photometric tables is listed. SMITHCRAFT LIGHTING DIV., Chelsea 50, Mass.

SE-605 Folding Auditorium Chairs

Presenting an Entirely New Line of Folding Auditorium Chairs by Hampden. Five new auditorium folding chairs are illustrated and described in this new catalog. Hampden Public Seating Chairs are made of electrically welded tubular steel or rigid channel steel construction. All metal parts are made rust resistant by a phosphating process and are finished in baked-on chip resistant enamel to give them permanence and smooth brilliant appearance. All fabric is soil, water, alcohol and heat resistant. Each leg is tip covered with replaceable, non-marring rubber. The chairs fold compactly to 2 1/4" thick. Specifications are included. HAMPDEN SPECIALTY PRODUCTS, INC., Easthampton, Mass.

SE-606 Unit Conditioners

A new 4-page profusely illustrated 3-color catalog *Bulletin No. 8227*, describing the new Diaflo unit conditioners for summer cooling and winter heating in multi-room structures, is now available from American Blower Corp. Operation, construction and design features of the new Diaflo units are thoroughly described and illustrated in the new catalog. Among the design and construction features itemized are the Diaflo fan, enclosures, coil, filter, motor and outside air damper. Also shown are typical installations of the units in free standing, fully recessed, floor and ceiling mounting arrangements. The new catalog contains installation drawings listing detailed dimensions for the five Diaflo sizes currently available. AMERICAN BLOWER CORP., Detroit 32, Mich.

ADD beauty to walls SAVE Budget Dollars!



PRATT & LAMBERT NEW LYT-ALL FLOWING FLAT produces a beautiful, satin-smooth finish in exclusive, "Calibrated Colors" that can help make the most attractive interiors in town. And it will save your budget from a beating. Here's how:

It saves labor because it goes on so easily. It saves gallonage because it spreads so far. It cuts painting time because it dries quickly. It saves annoyance because there's no objectionable odor. But the biggest saving of all in *New Lyt-all Flowing Flat* is its scrubability. This means less repainting because you can wash it again and again . . . and beautiful new-looking walls through many seasons.

Your Pratt & Lambert representative is trained to help you combine economical painting with expert color planning. His services are yours without obligation.

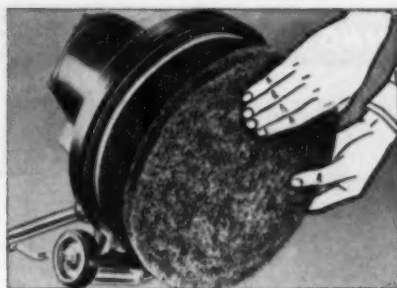
Write: Pratt & Lambert-Inc., 75 Tonawanda St., Buffalo 7, N. Y.
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Place a No. 1 Brillo Floor Pad under your floor machine...



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Use a side-to-side motion to remove dirt and harden finish.

Dry clean your floors with BRILLO® Floor Pads

... make your waxing last twice as long

AFTER YOUR FLOORS have been cleaned and waxed, you can easily maintain their original shine.

Keep floor shine longer

Fresh wax is a tough, transparent film which protects your floor from wear and enhances its beauty. Dirt, grease, foreign particles from traffic become imbedded and spoil floor appearance, as well as causing extra wear. A daily buffing with a No. 1 Brillo Solid Disc Steel Wool Floor Pad removes this dirt and hardens the wax, leaving a clean, gleaming floor, every time.

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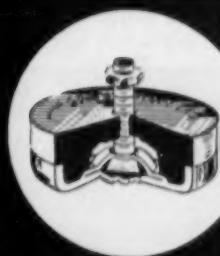
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SE-450

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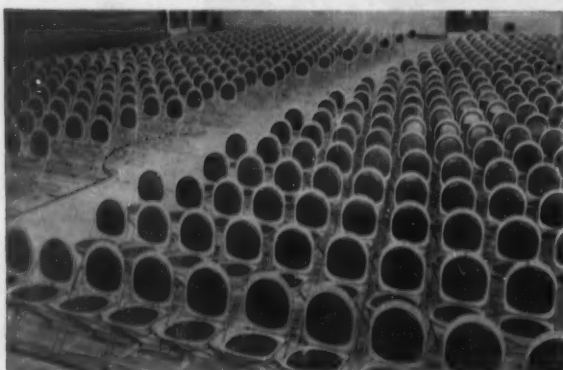
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protects upholstery
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210 COLOR combinations offer endless opportunities for small or large room decorating. Chairs are extra comfortable thanks to full-size, padded seats and backs. Open, close in single motion.



BTC Chairs in auditorium of Weirton Steel Co., Weirton, West Va.

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Vertical Truck (shown) transports
stores 24 chairs. Horizontal model holds
36 for understage storage.

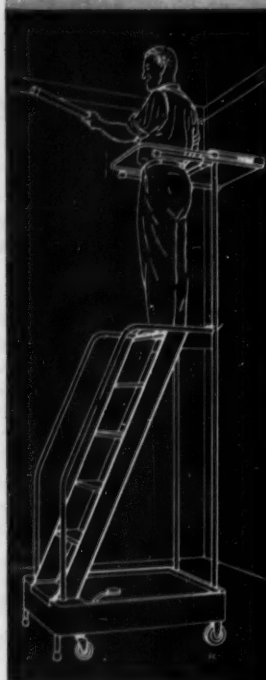


FREE FOLDER Shows Hostess Chair fabrics
and finishes in color. Write for it!

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automatically locks
Safe-Lad—makes firm
work platform.
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on 4 sides — frees
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Exceeds standards
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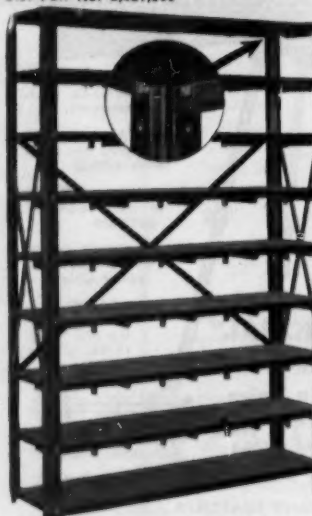
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Gym BASKET RACK

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Rigid Corner Posts— Safer Recessed Hasps

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



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REEL
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7" 1800-ft. reel, \$2.79
Only
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"BEST BUY"

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324-Page
1956 Catalog

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ABACUS TYPE



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Grade 1 to 4 Requirement

for effective visual math teaching

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Specify Pana-math for all new or replacement counting frame equipment. (Pat. No. 2,655,737)

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IN FLOOR CLEANING EQUIPMENT

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"Can't Splash" Wringer
(16 to 1 toggle leverage)

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Mopping Buckets
with gliders . . . casters

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as a complete unit

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MANUFACTURERS' CATALOGS

SE-607 Straw Dispenser

This single sheet brochure tells of the Duplex Two-Way Straw Dispensers which dispense straws from both sides. The entire unit is made of stainless steel. A full carton of straws completely empties into the dispenser without straws being handled. Other features include: straws dispensed one-straw-at-a-time, from either side of the dispenser; and Duplex magic-touch dispensing principle, eliminating jamming, making straw dispensing fast, accurate, and easy. Two models are available, one for use with $6\frac{1}{2}$ " milk and $8\frac{1}{2}$ " standard straws, the other for $8\frac{1}{2}$ " jumbo straws. DUPLEX STRAW DISPENSER CO., 511 North La Cienega Blvd., Los Angeles 48, Calif.

SE-608 Copying Equipment

Xerography, The World's Most Versatile Copying Process. A 12-page brochure describing the versatility of Xerography in preparing masters for offset, diazo, spirit and other fluid-type duplicating, has been released by The Haloid Co. The brochure illustrates and describes the complete line of XeroX copying equipment for specific applications of all kinds of paperwork duplicating. It shows how Xerography provides speed, accuracy and low cost operation. THE HALOID CO., Dept. X-260, Rochester 3, N. Y.

SE-609 Cedar Roof Deck

Rilco Deck, Roof, Insulation and Ceiling in One Application. Nominal 4" x 5" solid Red Cedar deck, manufactured by Rilco Laminated Products, Inc., combines roof,

ceiling and insulation in one structural member. Kiln-dried for dimensional stability, it is milled to a double tongue and grooved pattern and pre-drilled for spikes used to fasten it together. The bottom surface is selected for appearance to provide a natural wood ceiling finish. Because of its structural supporting ability for relatively long spans, it eliminates joists, bridging, purlins, sheathing. RILCO LAMINATED PRODUCTS, INC., St. Paul, Minn.

SE-610 Metal Compartment Catalog

Catalog No. 56-T. A guide for color planning is featured in the 1956 Mills Metal Compartment Catalog covering the Mills line of toilet compartments, shower and dressing rooms, and shower units. The chart shows actual color samples of the 20 standard Mills' colors which are available in both baked-on enamel and porcelain enamel finishes. The compartments are also available in black and white. The catalog contains full information on Mills design and construction features, including specifications and detailed drawings of typical layouts. Mills standard hardware and fittings are illustrated. THE MILLS CO., 967 Wayside Road, Cleveland 10, O.

SE-611 Restroom Fixtures

Behind Closed Doors, is the title of a new brochure just made available by the J. A. Zurn Mfg. Co., manufacturer of building drainage control products and Zurn System fittings for off-the-floor restroom fixtures. The new 16-page brochure is designed for architects, engineers, and public officials. Contained in the brochure is a brief history of the evolution of restroom fixtures from 1775 to today's modern restroom. Illustrated and accompanied by appropriate descriptive data is today's typical restroom with seven recommended design features. Features include: the wall-type lavatory, urinal and water closet; an efficient venting system; floor drainage; non-absorbent floor surfacing and an encased flush-with-the-wall hydrant. Also discussed in this catalog are the minimum code requirements that assure public restrooms consistent with the improved health and hygiene standards of modern community life. J. A. ZURN MFG. CO., 1801 Pittsburgh Ave., Erie, Pa.

SE-612 Aluminum Nameplates

Branded for Life is the title of a new brochure explaining in detail how Metal-Cals, the anodized, etched aluminum nameplates, may be used for quick, economical trademarking, serial numbering, service labeling, catalog and parts numbering and dial and gauge marking. The booklet demonstrates practical applications of the plates and contains a montage layout of typical Metal-Cals. These aluminum nameplates are backed by a pressure sensitive adhesive and adhere to any smooth, cohesive surface, including metals, porcelain, bakelite, polystyrene, glass plastics, wood, paints or enamels. They are available in lustrous metallic or matte finish in a wide variety of colors and aluminum. C. & H. SUPPLY CO., 415 E. Beach Ave., Inglewood, Calif.

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SCHOOL EQUIPMENT INDEX—FEBRUARY, 1956

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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- 303 Sylvania Lighting System
- 304 Virginia Mobilwalls
- 305 Virco School Furniture
- 306 Schieber-Haws Folding Partitions
- 307 Recreation Playground Equipment
- 308 Heywood-Wakefield Plastic and Chrome Furniture
- 309 Mastic Tile Flooring
- 310 The School Executive Fifth Annual Competition For Better Design of Educational Buildings
- 311 American Desk Airplane Table, Posture-control chair
- 312 Wayne Rolling Gymnasts
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- 314 National School Nevamar Surfaced Furniture
- 315 Ward School Buses
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- 329 Sanymetal Toilet Compartments
- 330 Brunswick - Balke - Collender Classroom Furniture
- 331 Medart Telescopic Gym Seats
- 332 Johnson Dual Control Temperature System
- 333 Heinz Soups
- 334 Balto-Wall Vinyl Wall Coverings
- 335 Americana Encyclopedia
- 336 Sperti Paraday Clocks and Program Systems
- 337 Leonard Peterson Homemaking, Laboratory and Art Room Furniture
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- 339 Acme Rustoscale Boiler Water Treatment
- 340 Better Light Better Sight Teaching Aids
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- 344 Pittsburgh Plate Glass
- 345 U. S. Plywood Weldwood Chalkboard
- 346 Irwin School Seating
- 347 Colonial Combination Sink-Work Counter and Storage Cubicles
- 348 Conn Band Instruments
- 349 Pittsburgh Corning Glass Blocks

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- 351 Dudley Master-Keyed Locker Locks
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- 362 Up-Right Scaffold-On-Wheels
- 363 Baker-Ross Scaffolds
- 364 Chicago Rubber Tire Skates
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- 366 Fleetwood Flexible Furniture
- 367 Geopres Map Wringers
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- 369 GE Projection Lamps
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- 371 Bioscope Master Model 20
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 512 Corry-Jamestown Wastebasket
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THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y. February, 1956

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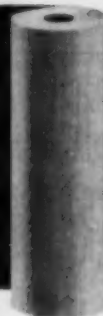
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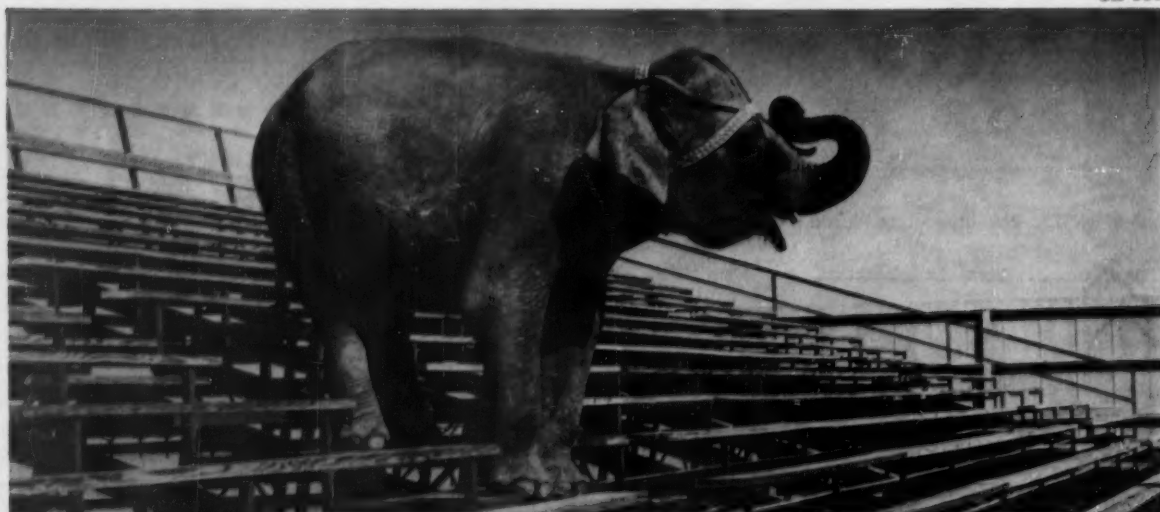
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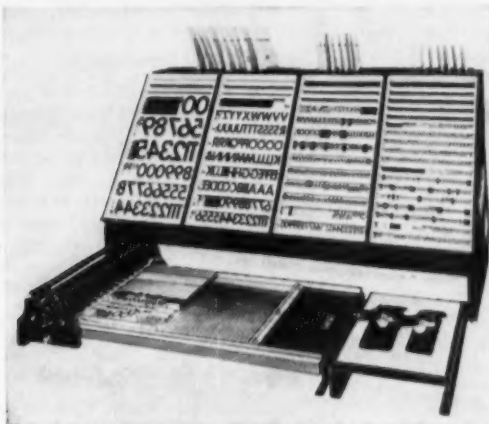
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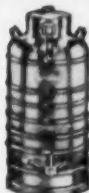
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AUDIO-VISUAL AIDS

SE-613 Science Filmstrips

Twenty-four simple experiments to help primary grade children to develop a proper scientific attitude toward problem-solving are pictured in the new series of six filmstrips in color, *First Experiments About Weather*, produced by The Jam Handy Organization. Detailed instructions shown on the screen by each filmstrip explain how simple experiments are set up and performed. All of the experiments can be carried out in the classroom with the simple equipment available to all teachers. The six filmstrips in color are: *What Is an Experiment*, *How Does Water Get*

Into the Air?, *What Makes Things Dry Faster?*, *Where Do Clouds Come From?*, *What Is Wind?*, and *Why Is the Night Cooler Than the Day?* Available in a complete series or in individual filmstrips. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-614 Classroom Slidefilms

A new, six-film series of student participation primary grade classroom sound slidefilms entitled *Measuring Time and Things* is available. The film titles include: *Reading The Hour*, an introduction of the clock face, the hour hand, the minute hand, and the reading of various times set on the hour; *Reading The Minutes*, a study of the minute hand providing practice reading

situations; *Time Stories*, a practice in reading times of the day, timetables, and in deducing differences between two times; *The Ruler: The Inch and Half Inch*, an introduction to the inch and half inch marks of the ruler with practice reading situations; *The Ruler: The Quarter Inch*, a study of quarter inch measurements with practice reading situations; *The Ruler: The Eighth Inch*, a practice in reading eighth inch situations. DUKANE CORP., Audio Visual Div., St. Charles, Ill.

SE-615 Globe Filmstrip

Starting With The Globe. For use with teacher training groups, this filmstrip tells why globes are used in the classroom; planning to teach with the globe; how the Project-Problem Globe is used to introduce basic geographic concepts; and how the globe is used to enrich and improve the teaching of sciences, history, and geography. Available for free loan from DENVER-GEPPERT CO., 5235 N. Ravenswood Ave., Chicago 40, Ill.

SE-616 New Filmstrip Catalog

Just published is a new filmstrip catalog by Young America Films, Inc., listing more than 570 filmstrips for elementary schools, high schools and colleges. The new YAF Filmstrip Catalog is an attractive 24-page book, with cover and other pages in two colors, in which descriptions and illustrations of YAF filmstrips appear. Eighty-six new filmstrips are listed in this 1955-56 catalog. YOUNG AMERICA FILMS, INC., 18 E. 41st St., New York 17, N. Y.

SE-617 B.I.S. Films

B. I. S. Approved Classroom Films. This folder, just released, contains: (1) separate leaflets, each describing a film evaluated for classroom use in American schools by elementary and high school subject teachers and college specialists selected by the Bureau of Visual Education of two American universities; (2) on the folder-cover, descriptions of four films recommended for advanced science teaching in American high schools and colleges by the science specialist of one of the largest American school systems; (3) two leaflets describing filmstrips which are already in use in American schools. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

SE-618 New Filmstrip Sets

Among the many new filmstrip sets to be released by Young America this fall are six new sets announced for September release to elementary schools, high schools and colleges. Included are two new filmstrip versions of the popular *Golden Nature Guides*, *American Mammals* and *American Seashores*. The other September releases are *Grooming for Boys*, *Principles of Biology Set 2*, *Junior Safety Series*, and *Senior Safety Series*. YOUNG AMERICA FILMS, INC., 18 E. 41st St., New York 17, N. Y.

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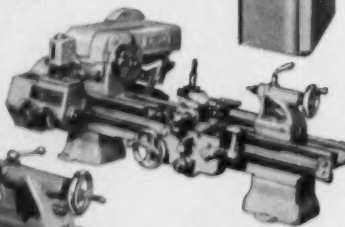
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UM-56 P
13" Swing
Precision Lathe



Sheldon-Built
Sebastian 13" and 15" Geared Head
Precision Lathes



No. L-46 Sheldon
10" Precision Lathe

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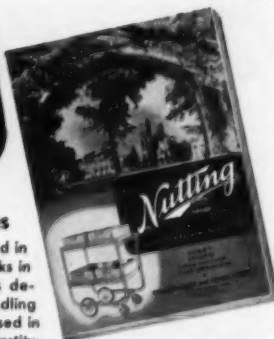
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with general scientific facts about learning, this booklet shows young people how they can apply these facts to their everyday lives to improve their learning techniques. The chapter, *And Don't Forget*, points out why people forget and suggests ways in which teen-agers can learn to remember more easily. Equipped with the basic scientific facts of learning and helpful examples, teen-agers are more able to improve their learning ability. Clearly written, *Improve Your Learning Ability* contains 48 pages of information, highlighted by many illustrations. The booklet is priced at \$.50 each. **SCIENCE RESEARCH ASSOCIATES**, 57 West Grand Ave., Chicago 10, Ill.

SE-622 Trampolines

This Is Trampolining. This book, written by Jim Norman and Frank LaDue, contains nearly 500 flip-picture photographs that demonstrate popular Trampolining exercises, step-by-step. In addition, the book explains simply and clearly, with the aid of sketches and cartoons, many Trampolining stunts and games. Other material contained includes teaching principles and programs, lesson plans, and instructions for assembly and care of the Trampoline. Copies are available at \$8.00 from **NISSAN TRAMPOLINE CO.**, 200 A Ave., N. W., Cedar Rapids, Iowa.

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SE-624 Historical Geology

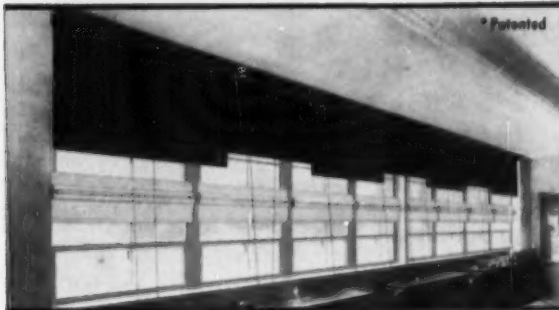
The Principles of Historical Geology, by J. Willis Stovall and Howard E. Brown. The early chapters of the book are logically devoted to developing a concept of the scope and principles of historical geology. This is developed through discussions of such topics as place of the Earth in the universe, origin of the universe, development of the geologic time scale and means of determining absolute age, nature and evolution of life, fossils and their significance, and principles of correlation. The book is enhanced by the vivid maps prepared for each geologic period and the 12 physiographic-structural block diagrams of the United States. The succeeding chapters discuss the physical history of each geologic period and each chapter opens with a short discussion of the existing physiography of North America. **GINN AND CO.**, Statler Bldg., Boston, Mass.

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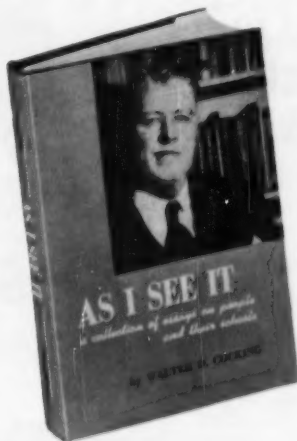


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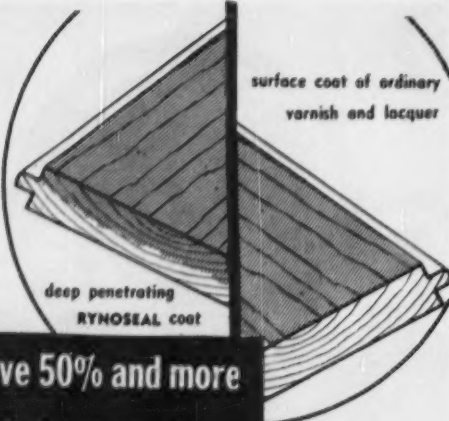
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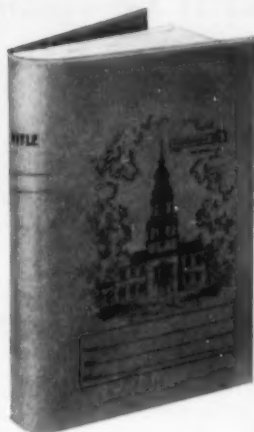
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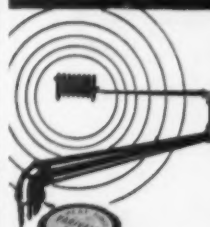
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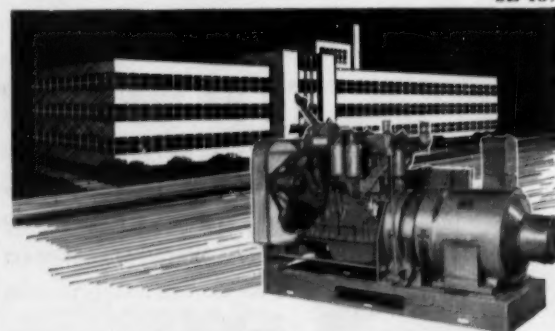
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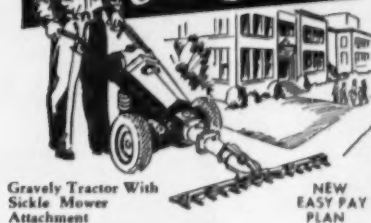
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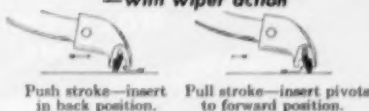


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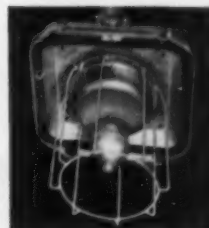
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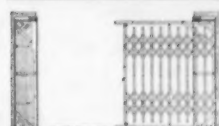
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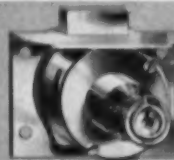
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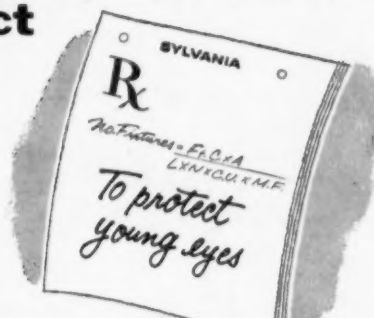
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